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ABSTRACT

This publication contains curriculum banks for teaching home economics in grades 5 through 8 in West Virginia. Rather than containing a complete curriculum guide for the home economics program, the banks provide ideas, sections, and lessons that can be drawn out and used with other materials. Four banks are provided in the guide. Bank 1 contains information on using basic skills in the home economics curriculum, stressing reading, writing, communicating, using numbers, and perceiving in the context of basic information about food, food needs of children/teenagers, and food choices and supply. Bank 2 helps students to gain self-knowledge, self-understanding, and decision-making skills while learning what their bodies need and what the contribution of good nutrition is to their appearance, health, and performance. In bank 3, students learn the importance of independence and interdependence as they use teamwork to prepare meals in the kitchen. Bank 4 is a series of exploratory exercises or mini-courses. In the banks, each concept contains a competency, learner outcome/evaluation, learning activities, and resources/supplements. (Suggestions are provided for integrating the concepts in bank 1 with other home economics concepts and other subject matter areas.) The guide also provides a list of suggested resources, such as books, posters, pamphlets, kits, packets, models, filmstrips, games, and publishers' addresses. (KC)

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# BASE
# HOME ECONOMICS CURRICULUM
## Grades 5-8
## Area 3.0 Foods/Nutrition

Developed by
Home Economics Educators of West Virginia

Through a project with
The Department of Home Economics
Marshall University
Huntington, West Virginia
25701

In cooperation with
The West Virginia Department of Education

Child Nutrition Division
[illegible] Education and Training

and

The Bureau of Vocational, Technical, and Adult Education

Charleston, West Virginia
25305

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This portion of the BASE curriculum was developed under a Nutrition Education and Training (NET) grant from the Child Nutrition Division, West Virginia Department of Education. The project began October 1, 1980, and ends September 30, 1981. Preliminary work on the framework of the BASE curriculum was conducted under a grant from the West Virginia Bureau of Vocational, Technical, and Adult Education during 1979-80.

The Steering Committee listed on the next page was responsible for developing the structure of the BASE curriculum as well as the conceptual framework, competencies, and learner outcomes. Workshop participants who developed learning activities and resources to expand the curriculum are also listed.

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The workshop in which the Foods/Nutrition portion of BASE was developed was conducted at Marshall University under the direction of Martha Lee Blankenship.

Consultants assisting with the workshop were Grace Bennett and Maudie Karickhoff.

## 1979-1981

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# ACKNOWLEDGMENTS

This first portion of the BASE curriculum for Home Economics in grades 5-8 follows the tradition established with development of Adult Roles and Functions. It's existence owes much to the cooperative efforts of many individuals, groups, and agencies. The section entitled BASE: Background, Plans, and Progress outlines some of these cooperative efforts.

The curriculum contained herein represents the first portion of what promises to be a monumental document when completed. It is area 3.0--Foods/Nutrition. As indicated in the outlines, five additional areas are planned (and partly developed). As with this portion, other areas will be developed in four banks.

The idea for the BASE home economics curriculum for grades 5-8 developed during 1979-80 with funding from the West Virginia Bureau of Vocational, Technical, and Adult Education. During the Planning Conferences and Steering Committee meetings, the picture of BASE emerged as described elsewhere.

Area 3.0, Foods/Nutrition, was developed through Marshall University under a grant from Nutrition Education and Training (NET). We are indebted to Anita Ellis for her help and encouragement throughout this project.

I wish to express my great appreciation to the Steering Committee; the workshop teachers who developed the activities and resources; our consultants: Dr. Grace Bennett and Maudie Karickhoff; graduate assistant: Sallie Caudy; and State Supervisor of Home Economics, Yvonne Ferguson.

Three members of the Steering Committee and the workshop group deserve special recognition. Nancy Smalley, Mary Kay Harrison, and Anita Hardesty served as team leaders during the workshop.

I wish to also express our thanks to our neighbors to the north. It was a group of Pennsylvania teachers who suggested the name BASE. We adopted the acronym with a slight change in what it stands for: Basic Attitudes, Skills, and Experiences.

Martha Lee Blankenship
Project Director

# BASE CURRICULUM BANKS

The curriculum bank differs from most other types of curriculum guides in purpose and scope. A bank is a depository from which ideas can be drawn. Withdrawals may be made in different amounts at any one time. Perhaps you wish to withdraw the entire section on enhancing reading skills through Foods/Nutrition for use with a particular group of students. Or you may only want a single activity from that section to go with something from another bank or area.

The idea to develop the banks emerged from our first steering committee meeting. The four banks are adapted from the major concepts identified by the State Department of Education in Standards for Middle Childhood Educational Programs in West Virginia (5-8). Further exploration of the idea convinced us that the plan was workable and would result in a home economics curriculum that would:

1. meet the needs of students in grades 5-8;
2. be flexible enough for implementation in varied schools;
3. suggest ways to involve home economics in the mainstream of education rather than being isolationist;
4. be distinctly different from home economics programs for the secondary level;
5. emphasize exploration of many aspects of the home economics curriculum;
6. be geared to having a larger proportion of the student body (even though often for shorter time periods).

The banks for BASE include far more than any one teacher will probably ever use, particularly with any one group of students. Teachers will only be frustrated if they approach the banks with the idea of teaching it all. This is particularly true for Bank I--Using Home Economics to enhance basic skills. The Bank I holdings for Foods/Nutrition are as great as for Banks II and III together. Some students will need far more help with basic skills such as reading, writing, and using numbers than will other students. Thus, Bank I suggests a wide variety of contexts for learning basic skills.

Banks II and III provide many of the learnings basic to home economics. Review these banks before determining what portions of Bank I to use. It is also suggested that you discuss integration possibilities with other teachers in your school while planning how you will use BASE.

Bank IV is a series of exploratory or mini-courses. The Foods/Nutrition area of Bank IV is incomplete but samples are presented to illustrate the type of materials it will include. Students elect the exploratory courses so a great variety is possible.

West Virginia

# STRUCTURE OF BASE
## BASIC ATTITUDES, SKILLS, and EXPERIENCES
## HOME ECONOMICS, Grades 5-8

| HOME ECONOMICS AREAS / BANKS | 1.0 PERSONAL DEVELOPMENT/ FAMILY RELATIONS | 2.0 MANAGEMENT | 3.0 FOODS AND NUTRITION | 4.0 CONSUMER EDUCATION | 5.0 WORLD OF WORK | 6.0 CLOTHING/ TEXTILES |
|---|---|---|---|---|---|---|
| Bank I<br>USING BASIC SKILLS | 1.10 Reading<br>1.20 Writing<br>1.30 Communicating<br>1.40 Using Numbers<br>1.50 Perceiving | 2.10 Reading<br>2.20 Writing<br>2.30 Communicating<br>2.40 Using Numbers<br>2.50 Perceiving | 3.10 Reading<br>3.20 Writing<br>3.30 Communicating<br>3.40 Using Numbers<br>3.50 Perceiving | 4.10 Reading<br>4.20 Writing<br>4.30 Communicating<br>4.40 Using Numbers<br>4.50 Perceiving | 5.10 Reading<br>5.20 Writing<br>5.30 Communicating<br>5.40 Using Numbers<br>5.50 Perceiving | 6.10 Reading<br>6.20 Writing<br>6.30 Communicating<br>6.40 Using Numbers<br>6.50 Perceiving |
| Bank II<br>SELF-KNOWLEDGE<br>SELF-UNDERSTANDING<br>DECISION MAKING | 1.10 Who Am I<br>1.20 Adjusting to Change<br>1.30 Coping<br>1.40 Dealing with Crisis | 2.10 Values/ Feelings<br>2.20 Goals<br>2.30 Influence of Values & Goals on Use of Resources<br>2.40 Reaching Goals<br>2.50 Decision Making | 3.10 Effects of Food<br>3.20 Why We Eat<br>3.30 Food Needs<br>3.40 Food Choices | 4.10 Why Buy<br>4.20 Consumer Decisions | 5.10 Purpose and Value of Work<br>5.20 Personal Characteristics<br>5.30 Career Choice | 6.10 Clothing and Self-Concept<br>6.20 Clothing Motivations<br>6.30 Consumer Choice in Clothing |
| Bank III<br>INDEPENDENCE<br>INTER-DEPENDENCE | 1.10 Social Problems<br>1.20 How Families Differ<br>1.30 Rights and Responsibilities<br>1.40 Responsibility for Children | 2.10 Space and Property<br>2.20 Caring and Conserving<br>2.30 Getting Control of Life | 3.10 Food Supply<br>3.20 Self-Sufficiency in the Kitchen<br>3.30 Working with Others | 4.10 Income and Spending<br>4.20 Consumer Responsibility<br>4.30 Consumer Rights<br>4.40 What is A Bargain | 5.10 Worker Traits<br>5.20 Interpersonal Relationships<br>5.30 Interdependence of Workers<br>5.40 Career Planning | 6.10 Responsibility for Grooming<br>6.20 Textiles<br>6.30 Responsibility for Clothing Care |
| Bank IV<br>EXPLORATORY | Mini-Courses | Mini-Courses | Mini-Courses | Mini-Courses | Mini-Courses | Mini-Courses |

# BANK I - USING BASIC SKILLS

## 1.0 PERSONAL DEVELOPMENT/FAMILY RELATIONS

1.10 Reading
- 1.11 Reading Stories of Family Situations
- 1.12 Reading Terminology

1.20 Writing
- 1.21 Writing Social Notes
- 1.22 Writing Invitations

1.30 Communicating
- 1.31 Communicating Nonverbally
- 1.32 Communicating Effectively with Family Members
- 1.33 Communicating by Telephone
- 1.34 Communicating with Manners
- 1.35 Communicating: Listening

1.40 Using Numbers
- 1.41

1.50 Perceiving
- 1.51 Perceiving Others' Feelings

## 2.0 MANAGEMENT

2.10 Reading
- 2.11 Reading Schedules
- 2.12 Reading Telephone Directory
- 2.13 Reading Directions
- 2.14 Reading Abbreviations/Symbols
- 2.15 Reading Terminology
- 2.16 Reading Charts and Graphs
- 2.17 Reading Stories about Management

2.20 Writing
- 2.21 Writing Directions
- 2.22 Writing Messages

2.30 Communicating
- 2.31 Communicating Goals
- 2.32 Communicating Plans

2.40 Using Numbers
- 2.41
- 2.42

2.50 Perceiving
- 2.51 Perceiving Time
- 2.52 Perceiving Unsafe Conditions
- 2.53 Perceiving Problems
- 2.54 Perceiving Alternatives

## 3.0 FOODS/NUTRITION

3.10 Reading
- 3.11 Reading Menus
- 3.12 Reading Food Labels
- 3.13 Reading Recipes
- 3.14 Reading Directions
- 3.15 Reading Terminology
- 3.16 Reading Charts and Graphs
- 3.17 Reading Stories about Foods

3.20 Writing
- 3.21 Writing Menus
- 3.22 Writing Recipes

3.30 Communicating
- 3.31 Ordering Food
- 3.32 Communicating Food Preferences and Needs

3.40 Using Numbers
- 3.41 Computing Calories
- 3.42 Metrics
- 3.43 Measuring Weights and Volumes
- 3.44 Computing Food Costs

3.50 Perceiving
- 3.51 Perceiving Flavors/Aromas/Textures/Appearance
- 3.52 Perceiving Portions
- 3.53 Perceiving Quality

# BANK I - USING BASIC SKILLS

## 4.0 CONSUMER EDUCATION

### 4.10 Reading
- 4.11 Reading Labels
- 4.12 Reading Advertisemtns
- 4.13 Reading Terminology
- 4.14 Reading Stories of Consumer Experiences

### 4.20 Writing
- 4.21 Writing Orders
- 4.22 Writing Letters about Consumer Concerns
- 4.23 Writing Checks
- 4.24. Writing about Consumer Experiences

### 4.30 Communicating
- 4.31 Communicating: Selling a Product
- 4.32 Communicating with Salespeople

### 4.40 Using Numbers
- 4.41 Computing Unit Cost
- 4.42 Making Change
- 4.43 Computing Total Cost
- 4.44 Bank Balances

### 4.50 Perceiving
- 4.51 Perceiving Quality
- 4.52 Perceiving Quantity

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## 5.0 WORLD OF WORK

### 5.10 Reading
- 5.11 Reading Newspaper Advertisements
- 5.12 Reading Stories about Work
- 5.13 Reading Terminology

### 5.20 Writing
- 5.21 Writing: Applications and Forms
- 5.22 Writing: Resumes
- 5.23 Writing: Researching A Job

### 5.30 Communicating
- 5.31 Communicating through Interviews

### 5.40 Using Numbers
- 5.41 Computing Salary

### 5.50 Perceiving
- 5.51 Perceiving Workers
- 5.52 Perceiving Work to be Done

## 6.0 CLOTHING/TEXTILES

### 6.10 Reading
- 6.11 Reading Labels
- 6.12 Reading Directions
- 6.13 Reading Stories About Textiles & Clothing
- 6.14 Reading Terminology and Symbols
- 6.15 Reading Charts

### 6.20 Writing
- 6.21 Writing Directions

### 6.30 Communicating
- 6.31 Communicating through Clothing

### 6.40 Using Numbers
- 6.41 Body Measurements
- 6.42 Computing Yardage
- 6.43 Metrics
- 6.44 Computing Cost of Project

### 6.50 Perceiving
- 6.51 Perceiving Textures
- 6.52 Perceiving Quality
- 6.53 Perceiving Color Differences

# BANK II - SELF-KNOWLEDGE, SELF-UNDERSTANDING, DECISION-MAKING

## 1.0 PERSONAL DEVELOPMENT/ FAMILY RELATIONS

1.10 Who Am I
- 1.11 Roles
- 1.12 Traits
- 1.13 Heredity and Environment
- 1.14 Accepting and/or Changing Self

1.20 Adjusting to Change
- 1.21 Physical Change
- 1.22 Emotional Change
- 1.23 Social Change
- 1.24 New School/Community
- 1.25 Family

1.30 Coping
- 1.31 Facing Life

1.40 Dealing with Crisis
- 1.41 Situations
- 1.42 Sources of Help

## 2.0 MANAGEMENT

2.10 Values/Feelings
- 2.11 Sorting Out My Values
- 2.12 Ranking My Values

2.20 Goals
- 2.21 What Are My Goals?
- 2.22 What Goals are Worthwhile?

2.30 Influence of Values and Goals on Use of Resources
- 2.31 Values, Goals, Time, and Effort
- 2.32 Values, Goals, and Money

2.40 Reaching Goals
- 2.41 Using Time and Effort to Reach Goals
- 2.42 Using Money to Reach Goals

2.50 Decision Making
- 2.51 Daily Decisions Add Up
- 2.52 How I Make Decisions

## 3.0 FOODS/NUTRITION

3.10 Effects of Food
- 3.11 Health, Appearance, Performance

3.20 Why We Eat
- 3.21 Motivations
- 3.22 Food Fallacies

3.30 Food Needs
- 3.31 Nutrients
- 3.32 Functions of Nutrients
- 3.33 Sources of Nutrients
- 3.34 Energy Needs
- 3.35 Daily Food Needs

3.40 Food Choices
- 3.41 Snacking
- 3.42 Eating Out

# BANK II - SELF-KNOWLEDGE, SELF-UNDERSTANDING, DECISION-MAKING

## 4.0 CONSUMER EDUCATION

4.10 Why Buy?
- 4.11 Needs and Wants
- 4.12 Effects of Advertising

4.20 Consumer Decisions
- 4.21 To Buy or Not to Buy
- 4.22 Alternatives in Achieving Goals

## 5.0 WORLD OF WORK

5.10 Work - Life's Central Activity
- 5.11 What is Work?
- 5.12 Why We Work
- 5.13 Sex Role Expectations

5.20 Personal Characteristics
- 5.21 Interests, Values, and Attitudes
- 5.22 Aptitudes and Abilities

5.30 Career Choice
- 5.31 Explore Choice
- 5.32 Assess Self in Relation to Choice

## 6.0 CLOTHING/TEXTILES

6.10 Clothing and Self-concept
- 6.11 Clothing as Reflection of Self-concept
- 6.12 Effects of Clothing on Self-concept

6.20 Clothing Motivations
- 6.21 Values
- 6.22 Roles
- 6.23 Protection

6.30 Consumer Choices in Clothing
- 6.31 Needs and Wants
- 6.32 Price and Quality
- 6.33 Fit
- 6.34 Care and Use

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# BANK III - INDEPENDENCE/INTERDEPENDENCE

## 1.0 PERSONAL DEVELOPMENT/FAMILY RELATIONS

1.10 Social Problems
- 1.11 How They Affect People
- 1.12 Drugs and Alcohol
- 1.13 Sex-related Problems
- 1.14 Crime
- 1.15 Family Violence

1.20 How Families Differ: Appreciating and Accepting Others
- 1.21 Composition
- 1.22 Lifestyles
- 1.23 Family Heritage

1.30 Rights and Responsibilities
- 1.31 Relationship between Rights and Responsibilities

1.40 Responsibility for Children
- 1.41 Role Models
- 1.42 Caring for Children
- 1.43 Value of Play
- 1.44 Safety

## 2.0 MANAGEMENT

2.10 Space and Property
- 2.11 Personal Space and Property
- 2.12 Shared Space and Property
- 2.13 Organizing Space and Possessions

2.20 Caring and Conserving
- 2.21 Energy
- 2.22 Water
- 2.23 Other Resources
- 2.24 Litter

2.30 Getting Control of Life
- 2.31 Solving Own Problems
- 2.32 Group Problem Solving
- 2.33 Accepting Consequences

## 3.0 FOODS/NUTRITION

3.10 Food Supply
- 3.11 Sources
- 3.12 Food Forms
- 3.13 Processing

3.20 Self-Sufficiency in the Kitchen
- 3.21 Kitchen Safety
- 3.22 Care and Use of Equipment
- 3.23 Food Safety and Sanitation
- 3.24 Simple Preparation

3.30 Working with Others
- 3.31 Food Safety and Sanitation
- 3.32 Team Work
- 3.33 Meal Service
- 3.34 Manners

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## BANK III - INDEPENDENCE/INTERDEPENDENCE

### 4.0 CONSUMER EDUCATION

- 4.10 Income and Spending
  - 4.11 Shared
  - 4.12 Personal
- 4.20 Consumer Responsibility
  - 4.21 Being Informed
  - 4.22 Courteous Shopping Behavior
  - 4.23 Responsible Shopping Behavior
- 4.30 Consumer Rights
  - 4.31. Product Safety
  - 4.32 Fraud/Deception
  - 4.33 Making Complaints
- 4.40 What is a Bargain
  - 4.41 Where to Buy
  - 4.42 Quality and Cost

### 5.0 WORLD OF WORK

- 5.10 Worker Traits
  - 5.11 Traits Leading to Success
- 5.20 Interpersonal Relationships
  - 5.21 Understanding Others
  - 5.22 Getting Along with Others
- 5.30 Interdependence of Workers
  - 5.31 Within the Family
  - 5.32 Beyond the Family
- 5.40 Career Planning
  - 5.41 Employment Now
  - 5.42 Education and Training

### 6.0 CLOTHING/TEXTILES

- 6.10 Responsibility for Grooming
  - 6.11 Accepting Responsibility
  - 6.12 Grooming Habits
- 6.20 Textiles
  - 6.21 Fibers
  - 6.22 Fabric Construction
- 6.30 Responsibility for Clothing Care
  - 6.31 Care Labels
  - 6.32 Laundering
  - 6.33 Repairs
  - 6.34 Routine Storage

## BANK IV - EXPLORATORY

Note: Concepts for Bank IV have not been identified.

BANK I USING BASIC SKILLS AREA: 3.0 FOODS/NUTRITION

| CONCEPT | COMPETENCY | LEARNER OUTCOMES |
|---|---|---|
| READING (3.10) | 3.10 The learner will enhance reading skills through Foods/Nutrition | 3.11a Given a restaurant menu and list of definitions, the learner will locate terms on the menu that match definitions. |
| Reading Menus (3.11) | | 3.11b Given a restaurant menu and related statements, the learner will identify each statement as being true or false. |
| Read Food Labels (3.12) | | 3.12a Given a food label, the learner will distinguish between information required by law and that not required by law,and explain the purpose of each. |
| | | 3.12b Given a sample of nutrition labeling, the learner will interpret the information. |
| Reading Recipes (3.13) | | 3.13 Given a simple recipe, the student will summarize and interpret the recipe. |
| Reading Directions (3.14) | | 3.14 Given a food package, the learner will interpret directions for preparing and serving the food. |
| Reading Terminology (3.15) | | 3.15 Given a list of terms and definitions related to food, the learner will match each term to its definition. |
| Reading Charts and Graphs (3.16) | | 3.16 Given charts and graphs concerning nutrition, the learner will interpret the information. |
| Reading Stories about Foods (3.17) | | 3.17 Having read a story or legend about a food or a nutrient, the learner will answer questions related to the story. |
| WRITING (3.20) | 3.20 The learner will enhance writing skills through Foods/Nutrition | 3.21 Given a list of foods in a meal, the learner will write them in correct menu form. |
| Writing Menus (3.21) | | |

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Bank I - Area 3.0

| CONCEPT | COMPETENCY | LEARNER OUTCOMES |
|---|---|---|
| Writing Recipes (3.22) | | 3.22 The learner will compile a recipe file, using correct recipe writing form. |
| COMMUNICATING (3.30)<br>Ordering Food (3.31) | 3.30 The learner will enhance communication skills through foods and nutrition | 3.31 Given a menu, the learner will place an order for a meal. |
| Communicating Food Preferences and Needs (3.32) | | 3.32 The learner will demonstrate positive communication about food preferences and special dietary needs. |
| USING NUMBERS (3.40) | 3.40 The learner will enhance number skills through Foods/Nutrition | 3.41a Given food models with number of calories, the learner can find the sum of calories in meals. |
| Computing Calories (3.41) | | 3.41b Given a situation describing an individual's calorie needs and the calories in foods eaten, the learner will compute calorie intake and difference between intake and need. |
| Metrics (3.42) | | 3.42 Given foods measured in various metric quantities and a list of metric measurements, the learner will match the metric measurement to the correct quantity. |
| Measuring Weights and Volumes (3.43) | | 3.43a Given a list of measurements and equivalent quantities, the learner will match each measurement to its equivalent. |
| | | 3.43b The learner will divide and double a recipe. |
| Computing Food Costs (3.44) | | 3.44a Given a price list and a recipe, the learner will compute the cost of the recipe. |
| | | 3.44b Given a restaurant menu, the learner will select foods for a meal and compute total cost. |

| CONCEPT | COMPETENCY | LEARNER OUTCOMES |
|---|---|---|
| | | 3.44c Given a food advertisement, the learner will compute the unit cost of the foods. |
| | | 3.44d Given a market order and market advertisement, the learner will compute the cost of the order. |
| PERCEIVING (3.50) | 3.50 The learner will enhance perceptual skills through Foods/Nutrition | 3.51a The learner will identify foods through taste and smell. |
| Perceiving Flavors/<br>Aroma/Texture/<br>Appearance (3.51) | | 3.51b The learner will describe the texture and appearance of foods. |
| Perceiving Portions (3.52) | | 3.52 Given examples of various sized portions, the learner will perceive average portion sizes. |
| Perceiving Quality (3.53) | | 3.53 Given food samples and a checklist, the learner will rate the quality of the food samples through use of the senses. |

FN 11

BANK II SELF-KNOWLEDGE, SELF-UNDERSTANDING
DECISION-MAKING

AREA 3.0 FOODS/NUTRITION

| CONCEPT | COMPETENCY | | LEARNER OUTCOMES | |
|---|---|---|---|---|
| EFFECTS OF FOOD (3.10) | 3.10 | The learner will describe the effects of food on the body. | 3.11 | The learner will identify ways that food affects health, appearance, and performance. |
| Effects on Health, Appearance, and Performance (3.11) | | | | |
| WHY WE EAT (3.20) | 3.20 | The learner will recognize factors that influence eating. | 3.21 | Given situations and a list of eating motivations, the learner will match the motivations to the situations. |
| Motivations (3.21) | | | | |
| Fallacies (3.22) | | | 3.22a | Given a false claim concerning food, the learner will describe the possible dangers of that claim |
| | | | 3.22b | Given a variety of food advertisements, the learner will identify deceptive claims and explain each. |
| FOOD NEEDS (3.30) | 3.30 | The learner will recognize food needs and how these needs are fulfilled. | 3.31 | The learner will define the term nutrient and list the major classes of nutrients. |
| Nutrients (3.31) | | | | |
| Functions of Nutrients (3.32) | | | 3.32 | Given a list of nutrients and functions, the learner will match each nutrient to its function. |
| Sources of Nutrients (3.33) | | | 3.33 | The learner will identify good food sources for each basic nutrient. |
| Energy Needs (3.34) | | | 3.34 | Given a list of foods, the learner will identify foods high and low in calories. |
| Daily Food Needs (3.35) | | | 3.35 | Given a checksheet and foods eaten during one day, the learner will determine what foods are lacking for a balanced diet. |

| CONCEPT | | COMPETENCY | | LEARNER OUTCOMES |
|---|---|---|---|---|
| FOOD CHOICES (3.40)<br>Snacking (3.41) | 3.40 | The learner will differentiate between good and poor food choices. | 3.41a | Given a list of common snack foods, the learner will identify those that have high nutritive value. |
| | | | 3.41b | Given a case study describing snack choices, the learner will determine good and poor choices and justify his/her decision. |
| Eating Out (3.42) | | | 3.42 | Given a restaurant menu, the learner will select foods that meet criteria for a nutritious meal. |

| CONCEPT | COMPETENCY | LEARNER OUTCOMES |
|---|---|---|
| FOOD SUPPLY (3.10)<br>Sources (3.11) | 3.10 The learner will investigate the food supply in relation to sources, food forms, and processing of the food. | 3.11 Given examples of foods, the learner will tell the sources and persons upon whom we depend for each. |
| Food Forms (3.12) | | 3.12 Given examples of foods, the learner will list other forms in which each may be purchased. |
| Processing (3.13) | | 3.13a Given examples of foods formerly unavailable during some seasons, the learner will tell the processing and storage methods that now make them available. |
| | | 3.13b Given food labels, the learner will identify the additives and list reasons each is used. |
| | | 3.13c Given examples of scientific advances related to the food supply, the learner will tell the effect of each on food supply. |
| | | 3.13d The learner will distinguish between an enriched food and a fortified food and list examples of each. |
| SELF-SUFFICIENCY IN THE KITCHEN (3.20)<br>Kitchen Safety (3.21) | 3.20 The learner will demonstrate safety, sanitation and self-sufficiency in the kitchen. | 3.21 Using a checksheet, the learner will rate safety practices used by a classmate and suggest needed changes. |
| Care and Use of Equipment (3.22) | | 3.22 Having selected a piece of kitchen equipment, the learner will explain its use and care. |

| CONCEPT | COMPETENCY | LEARNER OUTCOMES |
|---|---|---|
| Food Safety and Sanitation (3.23) | | 3.23a The learner will list reasons why proper sanitation of food is important. |
| | | 3.23b The learner will list precautionary safety and sanitation measures to use when handling food. |
| Simple Preparation (3.24) | | 3.24 Given an assortment of food from which to choose, the learner will prepare a simple meal. |
| WORKING WITH OTHERS (3.30)<br>Food Safety and Sanitation (3.31) | 3.30 The learner will recognize the essence of teamwork in the foods laboratory. | 3.31 Given situations concerning responsibility to others for sanitation, the learner will identify reasons that personal sanitation is important. |
| Teamwork (3.32) | | 3.32 The learner will cooperatively plan and follow a team work schedule for a foods lab. |
| Meal Service (3.33) | | 3.33 Given a menu, the learner will show a table setting appropriate for the situation. |
| Manners (3.34) | | 3.34 While roleplaying a mealtime situation, the learner will demonstrate acceptable table manners. |

# RESOURCE LIST FOR BASE
# FOODS/NUTRITION - BANKS I, II, AND III

| BOOKS | READING LEVEL |
|---|---|
| THE FOLLOWING BOOKS ARE USED IN FOODS/NUTRITION BUT WILL ALSO BE USED IN OTHER AREAS AS THEY ARE DEVELOPED. | |
| Dunn & Peeler. Living, Learning, and Caring. Ginn, 1981 | 7-1/2 |
| Foster et al. Creative Living. Maclean Hunter, 1979. (formerly Butterick Publishing Co.) | 7-1/2 |
| Kelly & Landers. Today's Teen. Bennett, 1977. | 7-1/2 |
| Kelly & Eubanks. Today's Teen. Bennett, 1981. | 7-1/2 |
| Note: The Dunn & Peeler book is preferred for students below 7th grade. Creative Living and Today's Teen (1977) are on state adopted list for grades 7-8 only. They could also be used for grade 9. The 1977 and 1981 editions of Today's Teen can be used interchangeably. | |
| THE FOLLOWING BOOKS ARE USED IN BANKS I, II, AND III OF THE FOODS/ NUTRITION AREA BUT NOT IN OTHER AREAS. | |
| Creasy & Creasy. Exploring Food. Prentice-Hall, 1980. | 6-1/2 |
| Kowtaluk. Discovering Food, Bennett, 1978. | 6-1/2 |
| Kowtaluk. Discovering Nutrition. Bennett, 1980. | 9-1/2 |
| USDA. Food. Superintendent of Documents, 1979. | 7-1/2 |
| USDA. Food is More than Just Something to Eat. Superintendent of Documents, 1976. | 8-1/2 |
| USDA. What's to Eat? and Other Questions Kids Ask About Food. 1979 Agriculture Yearbook. Superintendent of Documents. | 7-1/2 |
| OTHER BOOKS USED IN FOODS/NUTRITION AREA OF BASE. | |
| Barton. Hush Puppies and Other Stories. Carlton Press, 1978. (Bank I - 3.17) | 8-1/2 |
| Nolan. Metric Cooking. Goodheart-Wilcox, 1980. (Bank I - 3.42--can also be used whenever recipes are needed.) | NA |
| Wallach. Meet the Metric System. Pitman, 1980. | 7-1/2 |

| BOOKS NOT LISTED BUT USEFUL | READING LEVEL |
|---|---|
| Bluestein. Mom, How Come I'm Not Thin? Comp Care, 1981. (award winner) | 4-1/2 |
| Katzman. For Kids Who Cook. Holt, Rinehart & Winston, 1977. Available from Home Economics School Service. | |

TEACHER REFERENCES

AHEA. Handbook for Metric Usage. American Home Economics Association, 1977.

Deutsch. The New Nuts Among the Berries. Bull, 1977.

Deutsch. Nutrition Labeling. National Nutrition Consortium, 1975. See Nutrition Labeling in publisher's address list.

Deutsch. Realities of Nutrition. Bull, 1976.

Goodwin & Dollen. Creative Food Experiences for Children. (K-6). Center for Science in Public Interest. Available from Home Economics School Service, 1980.

Hamilton & Whitney. Nutrition Concepts and Controversies. West, 1979.

Lewis & Shaw. Recipes for Learning: Exploring the Curriculum Through Cooking. Goodyear, 1979.

Meszaros & Baird. Developing Home Economics Learning Centers. Homemaking Research Laboratories, 1979.

Oppert. Moving to Metrics. Home Economics Education Association, 1977.

Perl. Hunters-Stew and Hangtown Fry: What Pioneer America Ate and Why. Seabury, 1977. Available from Home Economics School Service.

Tannahill. Food in History. Stein & Day, 1974. Available from Home Economics School Service.

Waxter. The Science Cookbook: Experiment Recipes that Teach Science and Nutrition. Pitman, 1981. (especially for gifted elementary students; experiemnts on duplicatable sheets)

## OTHER PRINT MATERIAL--POSTERS, PAMPHLETS, KITS, PACKETS, MODELS

| | |
|---|---|
| A Boy and His Physique. National Dairy Council. (poster and pamphlet--order separately) | 7-1/2 |
| Brooks. Basic Competency Skills, Levels 6, 7, and 8 (each purchased separately). Millikin , 1977. (spirit masters) Note: These may also be used in other areas of BASE. | 7-1/2 |
| Burns & Eddy. Using Menus. Enrich, 1979. (tearout posters) | NA |
| * Comparison Cards. National Dairy Council. | NA |
| FDA Consumer. More than You Ever Thought You Wanted to Know About Food Additives. Superintendent of Documents. | NA |
| Fitness Focus. Kellogg Co., 1979. (packet) | 6-1/2 |
| * Food Models. National Dairy Council. | NA |
| Food Safety: Your Responsibility. Food Safety and Quality Service. | NA |
| FOOD. . . YOUR CHOICE, LEVEL 3. National Dairy Council, 1980. (kit includes spirit masters, Comparison Cards, etc.) | NA |
| A Girl and Her Figure. National Dairy Council. (poster & pamphlet) | 7-1/2 |
| * Guide to Good Eating. National Dairy Council, 1977. (poster) | NA |
| Guide to Wise Food Choice. National Dairy Council. | 9-1/2 |
| * Martin. The Great Vitamin Mystery. National Dairy Council, 1976. | 9-1/2 |
| Moving toward Metric. J.C. Penney, 1974. (kit) | NA |
| Nasco. Activities for Foods Classes. 1980. (spirit masters) | 6-1/2 |
| PROJECT NUTRITION. Kellogg Co., 1979. (kit includes poster, spirit masters, and filmstrip. Also listed in filmstrip list) | 8-1/2 |
| Selective Snackology. California Raisin Board (packet) | NA |
| Snacks. Cooperative Extension Service, New York City. Available from The Banana Bunch. (packet) | NA |
| Teacher's Guide. How Your Body Uses Food. National Dairy Council (booklet could also be used). | NA |
| Tronc & Oppert. How to Use the Comparison Cards to Learn which Foods are Best. Innovative Teaching Techniuues, Univ. of Illinois. (mimeo) | |
| * What Did You Have for Breakfast This Morning? National Dairy Council. (poster and discussion guide) | NA |

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* INCLUDED IN FOOD...YOUR CHOICE.

| | |
|---|---|
| Your Snacks: Chance or Choice? National Dairy Council. (poster) | NA |
| USDA. Food Safety for the Family. Superintendent of Documents. | 9-1/2 |
| USDA. Nutritive Value of Foods. Superintendent of Documents, 1977. (charts in pamphlet form) | NA |
| USDA. Safe Brown Bag Lunches. Superintendent of Documents. | 8-1/2 |

See next page for filmstrips, games.

## OTHER USEFUL MATERIAL

Do You Read Me, Good Buddy? and Do You Read Me? Service Supplement. West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271. In-state toll free number - 1-800-642-2670. Out-of-state, call 304-348-3688.

The Nutrition "barrels" from Experience Education, 401 Reed St., Red Oak, IA 51566. (call 1-800-831-5886) are available in many counties. Call your county office to see if they are available. Only schools whose teachers have had NET inservice in their use have them. Sets that are applicable to this curriculum are: Snacks, Food Advertising, Food Habits, Food Safety, Key Nutrients, and Physical Fitness & Nutrition.

FILMSTRIPS; (Underlining denotes single filmstrips; titles in all caps denote multiple filmstrips)

| | | |
|---|---|---|
| COOKING SAFETY. 2000 Co. | Bank III - 3.21 | Part I |
| | Bank III - 3.22 | Part II |
| | Bank III - 3.23b | Part III |
| Eating Isn't Just Another Habit. Pepperidge Farm. | Bank II - 3.11 | frames 1-5, 27-48 |
| | Bank II - 3.41a | frames 57-79 |
| | Bank III - 3.13c | frames 6-26 |
| ETIQUETTE FOR TEENAGERS. Brunswick, 1981. May be obtained from Educational Record Sales. Note: Part of this kit can be used in other areas or titles can be purchased separately. | Bank I - 3.31 | Dining Out |
| | Bank II - 3.42 | Dining Out |
| | Bank II - 3.34 | Dining Out |
| | Bank II - 3.34 | Table Manners |
| Food Additives--Helps or Hazards. Maclean Hunter. | Bank III - 3.13b | |
| Food as a Force in History. Multi-Media Productions. Available from Home Economics School Service. | Bank III - 3.11 | |
| Food for Fitness. Maclean Hunter. | Bank II - 3.11 | |
| FOOD FOR LIFE. Tupperware. | Bank II - 3.35 | (4 fs on basic 4) |
| A Fresh Approach to Fruits and Vegetables. Fresh Fruits & Vegetables Assoc. | Bank I - 3.53 | |
| It's Good Food: Keep it Safe. Nasco. | Bank II - 3.23b | |
| Kitchen Measures. Interpretive Education. | Bank I - 3.43a | |
| | Bank I - 3.43b | |
| LABEL LITERACY. Sunburst. | Bank I - 3.12a | What You Can Learn. |
| | Bank I - 3.12b | Using the Information. |
| | Bank II - 3.13b | What You Can Learn. |
| Measure Up. Maclean Hunter. | Bank I - 3.42a | |
| | Bank I - 3.43b | |
| Measuring Kitchen Ingredients. Franklin Clay. | Bank I - 3.43a | |
| | Bank I - 3.43b | |
| Metric Song. J. C. Penney. | Bank I - 3.42 | |
| The People Factory. Pepperidge Farm. | Bank III - 3.11 | |
| PROJECT NUTRITION. Kellogg Co., 1979. | Bank II - 3.31 | Part I |
| | Bank II - 3.32 | Part II |
| | Bank II - 3.33 | Part III |
| | Bank II - 3.34 | Part IV |

## FILMSTRIPS ( continued)

| | | |
|---|---|---|
| Safety in the Kitchen. Franklin Clay. | Bank III - 3.21 | |
| Selecting and Eating in Restaurants. Interpretive Education. | Bank I - 3.31<br>Bank II - 3.42 | |
| SNACKS: THE FOOD YOU HATE TO LOVE. Learning Seed. | Bank II - 3.41a | (2 fs) |
| Using Arithmetic in Shopping. Interpretive Education. | Bank I - 3.44c<br>Bank I - 3.44d | |
| YOU ARE WHAT YOU EAT: NUTRITION FOR YOUNG PEOPLE. Guidance Assoc. (Note: Filmstrips may be purchased separately. Other titles included in kit. Check catalog.) | Bank II - 3.21 | Why People Eat What They Do. |
| | Bank II - 3.31 | How Food Becomes Part of You. |
| | Bank II - 3.35 | What Foods People Need. |
| | Bank III - 3.11 | Food from Source to You. |
| YOUR BODY FOR LIFE. Upper Level. Tupperware. (specify level in order) | Bank II - 3.11 | All Systems Go. |
| | Bank II - 3.31 | You're the Leader. |
| How A Hamburger Turns Into You (film) Perrenial Education. (Borrow from RESA or Media Center, State Dept. of Education.) | Bank II - 3.31 | |

## GAMES IN CURRICULUM

| | |
|---|---|
| Nourish: The Nutrition Game. by Pfiefer & Smith. Fun with Food. | Bank II - 3.34 |
| Roulette Kitchen Tools. Nasco. | Bank I - 3.15 |
| Soup's On. Didactron (can be ordered from Nasco) | Bank II - 3.33<br>Bank II - 3.35 |
| Zingo Food Bingo. YOUR BODY FOR LIFE. Tupperware. (Note: does not need to be ordered separately if you have the filmstrip kit.) | Bank II - 3.33 |

Note: Word games and exercises are not included in this particular list since they are part of other resources listed elsewhere. Instructions for other games are included in the Supplements for BASE.

August 1981

## BASE
## ADDRESSES OF PUBLISHERS

American Egg Board
1460 Renaissance Drive
Park Ridge, IL 60068

American Home Economics Association
2010 Massachusetts Avenue, NW
Washington, DC 20036

Bennett Publishing Company
809 W. Detweiller Drive
Department B81
Peoria, IL 61615
Tel. 800-447-9900

Bull Publishing Company
P.O. Box 208
Palo Alto, CA 94302

California Raisin Advisory Board
P.O. Box
Fresno, CA 93755

Campbell Soup Company
Food Products Division
375 Memorial Avenue
Camden, NJ 08101

Career Aids, Inc.
8950 Lurline Avenue
Department M5
Chatsworth, CA 91311
Tel. 213-341-8200

Carlton Press
84 - 5th Avenue
New York, NY 10011

Cereal Institute, Inc.
1111 Plaza Drive
Schaumburg, IL 60195

Comp Care Publications
P.O. Box 27777
Minneapolis, MN 55427

Consumer Information Center
Department C
Pueblo, CO 81009

Del Monte Kitchens
Del Monte Corporation
215 Fremont Street
White Plains, NY 10625

Department of Health & Human Services
2000 Independence Avenue, SW
Washington, DC 20201

Educational Record Sales
157 Chambers Street
New York, NY 10007
Tel. 212-267-7437

EMC Publishing
Changing Times Educational Service
180 East 6th Street
St. Paul, MN 55101
Tel. 800-328-1452

Enrich/Ohaus
760 Kifer Road
Sunnyvale, CA 94086
Tel. 408-733-5850

Food Safety & Quality Service
P.O. Box 14306
Dayton, OH 45414

Franklin Clay Films
P.O. Box 2213M
Costa Mesa, CA 92626

Fun With Food
53 Country Way
Madison, Conn. 06443

General Foods Corporation
250 North Street
White Plains, NY 10625

General Mills
P.O. Box 113
Minneapolis, MN 55440

Ginn and Company
P.O. Box 2649
Columbus, OH 43216
Tel. 800-848-9500

Goodheart-Willcox
123 W. Taft Drive
South Holland, Il 60473
Tel. 313-333-7200

Goodyear Publishing Company
P.O. Box 2113
1640 Fifth Street
Santa Monica, CA 90401

Guidance Associates
Communications Park
Box 300
White Plains, NY 10602
Tel. 800-431-1242

H. J. Heinz
Consumer Relations
P.O. Box 57
Pittsburg, PA 15230

Home Economics Education Assoc.
1201 - 16th Street, NW
Washington, DC 20036

Homemaking Research Laboratories
Tony, WI 54563

Home Economics School Service
10,000 Culver Blvd.
Dept. 81, P.O. Box 802
Culver City, CA 90230

Hunt-Wesson Foods
Educational Services
1645 West Valencia Drive
Fullerton, CA 92634

Innovative Teaching Techniques
Division of Home Economics
University of Illinois
Champaign, IL 61820

Interpretive Education
2306 Winters Drive
Kalamazoo, MI 49002

J. C. Penney Company
Consumer Affairs Department
1301 Avenue of the Americas
New York, NY 10019

Kellogg Company
Nutrition Unit
Box 9113
St. Paul, MN 55191

Kraft, Inc.
P.O. Box 801, Department E
South Holland, IL 60473

Learning Seed Company
145 Brentwood Drive
Palatine, IL 60067

Maclean Hunter Learning Resources
(successor to Butterick Publishing)
708 Third Avenue
New York, NY 10017
Tel. 212-490-1000

Milliken Publishing Company
1100 Research Blvd.
St. Louis, MO 63132

Nasco
901 Janesville Avenue
St. Atkinson, WS 53538
Tel. 800-558-9595

National Dairy Council
6300 North River Road
Rosemont, IL 60018
Note: Discounts may be available to teachers from Regional Dairy & Nutrition Council. See below:

Nancy Hillen
408 Peoples Bldg.
Charleston, WV 25301
Tel. 304-346-5908

Dixie Copley
18 Pheasant Drive
Fairmont, WV 26554
Tel. 304-363-7788

Ruth Markland
21 Armory Drive
Wheeling, WV 26003
Tel. 304-233-0011

National Peanut Council
Communications Division
11 E. Wacker Drive
Chicago, IL 60601

Nutrition Labeling
P.O. Box 4110
Kankakee, IL 60901

Oscar Meyer Company
Consumer Service
P.O. Box 1409
Madison, WI 53701

Pepperidge Farm, Inc.
Public Relations Department
542 Westport Avenue
Norwalk, CT 06857

Perennial Education
1825 Willow Road
Northfield, IL 60093

Pitman Learning, Inc.
6 Davis Drive
Belmont, CA 94002

Prentice-Hall
Educational Book Division
Englewood Cliffs, NJ 07632

Quaker Oats Company
Education Department
Merchandize Mart Plaza
Chicago, IL 60654

R. T. French Company
1 Mustard Streets
Rochester, NY 14609

Rancourt & Company
P.O. Box 1025
Orange City, FL 32763
Tel. 800-874-8940

Scholastic Book Services
904 Sylvan
Englewood Cliffs, NY 07632

Sunburst Communications
Room G - 2323
39 Washington Avenue
Pleasantville, NY 10570
Tel. 800-431-1934

Superintendent of Documents
Government Printing Office
Washington, DC 20402

The 2000 Company
Box 1055
Costa Mesa, CA 92627

The Banana Bunch
40 West 57th Street
New York, NY 10019

The Potato Board
1385 South Colorado Blvd.
Suite 512
Denver, CO 80222

Tupperware Educational Services
Dept. EFC80
P.O. Box 2353
Orlando, FL 32802

United Fresh Fruit & Vegetable Assoc.
North Washington at Madison
Alexandria, VA 22314
Tel. 703-836-3410

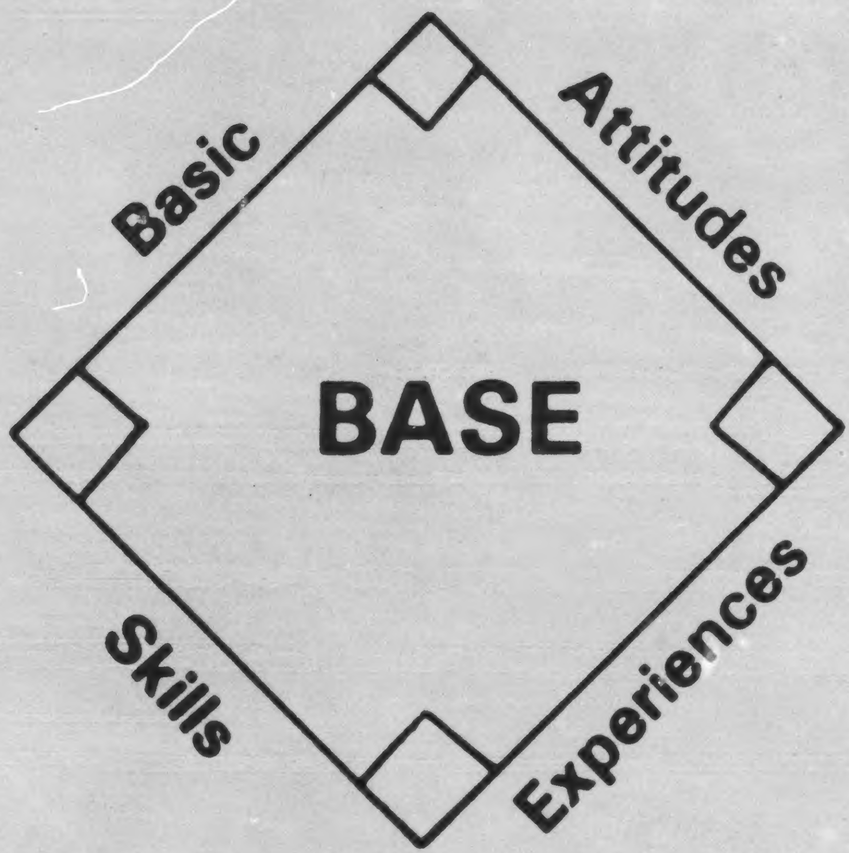
U.S. Department of Agriculture
14th Street & Independence Ave., NW
Washington, DC 20250

West Publishing Company
50 West Kellog Blvd.
St. Paul, MN 55102

# BASE BANKS

## HOME ECONOMICS CURRICULUM

## GRADES 5-8


Basic
Attitudes
BASE
Skills
Experiences

**BANK I**

**BASIC SKILLS**

**AREA 3.0**

**FOODS/NUTRITION**

## BANK I - USING BASIC SKILLS
## AREA 3.0 FOODS/NUTRITION

Emphasis on the basic skills of reading, writing, communicating, using numbers, and perceiving is an important aspect of the middle/junior high school curriculum. Students in grades 5-8 who are 10 - 14 years of age continue developing and consolidating these skills. Failure to achieve proficiency in basic skills during these years often hampers students in their later education as well as throughout life.

Bank I of the BASE curriculum suggests many ways to help students acquire basic skills through home economics. In recent years the idea has emerged that every teacher must be a reading teacher--that the time students spend with the reading teacher is insufficient for many students to develop proficiency. Although the belief that every teacher is also a math teacher and teacher of other basic skills is less firmly established, the same rationale applies.

Home economics provides an ideal context for helping students develop basic skills because of its relation to competencies needed in everyday life. In the past home economics teachers have often been frustrated because students were unable to use some of the basic skills in class. We have often attempted to work around the problem rather than help solve it. Bank I of BASE provides many contexts for helping students acquire basic competencies in relation to home economics.

It is not intended that all of Bank I be actually taught to each student, particularly when the curriculum for the remaining areas is developed. Nor is it intended that large sections of Bank I be taught as units. Selections from this bank are to be coordinated with other learnings. These learnings may be from other sections of the Home Economics BASE curriculum or from other subject fields. For example, a lesson from Bank I on counting calories might be coordinated with a lesson from Bank II on determining individual energy needs. It is obvious that such a lesson can also be integrated with math. Suggestions for integrations are given at the end of the lesson for each sub-concept.

At present no specific grade levels are suggested for competencies in BASE. We found a wide variation among schools in how much time students were enrolled in home economics during a given year. Furthermore, students assigned to any one grade level typically work at actual grade levels spanning several years. Discuss the suitability and need for specific learning from Bank I in relation to individual students and/or groups of students with other teachers.

Planning with teachers from other fields can produce better results than if the home economics teacher introduces a lesson in which students utilize or practice a basic skill with no idea of what background students already have. For example, following a metric recipe is a learning experience that might be conducted or planned by the math and home economicst teacher for a more unified approach.

CAUTION: The scope of Bank I can easily absorb more time than you can afford. It is not intended that it all be taught to a specific student. Review Banks II and III before selecting lessons from this bank.

## CONCEPT OUTLINE
## BANK I - BASIC SKILLS
## AREA 3.0 - FOODS/NUTRITION

Concept — Page

3.10 READING . . . . . . . . . . I-FN-3
  3.11 Reading Menus . . . . . . . . . . I-FN-3
  3.12 Reading Food Labels . . . . . . . . . . I-FN-8
  3.13 Reading Recipes . . . . . . . . . . I-FN-13
  3.14 Reading Directions . . . . . . . . . . I-FN-14
  3.15 Reading Terminology . . . . . . . . . . I-FN-17
  3.16 Reading Charts and Graphs . . . . . . . . . . I-FN-20
  3.17 Reading Stories About Foods . . . . . . . . . . I-FN-24

3.20 WRITING . . . . . . . . . .

  3.21 Writing Menus . . . . . . . . . . I-FN-27
  3.22 Writing Recipes . . . . . . . . . . I-FN-30

3.30 COMMUNICATING . . . . . . . . . . I-FN-32
  3.31 Ordering Food . . . . . . . . . . I-FN-32
  3.32 Communicating Food Preferences and Needs . . . . . . . . . . I-FN-34

3.40 USING NUMBERS . . . . . . . . . . I-FN-36
  3.41 Computing Calories . . . . . . . . . . I-FN-36
  3.42 Metrics . . . . . . . . . . I-FN-40
  3.43 Measuring Weights and Volumes . . . . . . . . . . I-FN-43
  3.44 Computing Food Costs . . . . . . . . . . I-FN-48

3.50 PERCEIVING . . . . . . . . . . I-FN-56
  3.51 Perceiving Flavors/Aromas/Textures/Appearance . . . . . . . . . . I-FN-56
  3.52 Perceiving Portions . . . . . . . . . . I-FN-61
  3.53 Perceiving Quality . . . . . . . . . . I-FN-64

Bank I: USING BASIC SKILLS

Area: 3.0 FOODS/NUTRITION

Concept: 3.10 READING (Reading Menus)

Competency: 3.10 The learner will enhance reading skills through Foods/Nutrition.

Learner Outcome/Evaluation:

3.11a Given a restaurant menu and list of definitions, the learner will locate terms on the menu that match definitions.

| Learning Activities | Resources/Supplements |
|---|---|
| View a bulletin board or transparency of a menu showing a wide range of choices. Role play situations showing what might happen if you don't know some of the words. Why is learning to read menu terms important? | |
| Select a menu and locate the terms listed on your vocabulary sheet. Guess the definitions by reading the complete section of the menu where the term is found. | Burns & Eddy. Using Menus. Enrich, 1979.<br>Supplement 3.11a. Menu Terms and Definitions. |
| Design a set of flash cards using pictures cut from magazines. Place the pictures on the front of the card and write the correct menu term on the back. Represent these terms in your set of cards:<br>omelette<br>compote<br>hash<br>entree<br>a la mode<br>fillet<br>julienne<br>appetizer<br>beverage | |
| Alphabetize the words on the vocabulary list of menu terms and definitions. Pronounce each word softly. As you pronounce the word, look at the work to determine clues such as prefixes, or root words that will help you spell and learn the meaning of the word. Also, look for little words within the vocabulary word. | Supplement 3.11a. Menu Terms and Definitions. |

| Learning Activities | Resources/Supplements |
|---|---|
| Complete the menu word game, Word Jumbles, to become familiar with the terms and their definitions used in menus. | Supplement 3.11a. Word Jumbles: Menu Terms. |
| Work with other students to collect as many different restaurant menus as you can. Copy menus from one or two fast food restaurants if necessary. For each menu, make a list of vocabulary words and definitions. Make a matching word game by scrambling the words and giving their definitions. Exchange word games and menus with other students. | |
| Have a buzz session to see how each of the menus could be improved for easier reading and comprehension. | |
| Using some of the menus as guides and your menu vocabulary list, design your own menu using words and a form that you consider easy to read. Have a classmate evaluate your menu by considering some points listed in your brainstorming session. | Supplement 3.11a. Menu Terms and Definitions.<br>Supplement 3.11a. Create a Menu. |

SEE 3.11b FOR INTEGRATIONS.

Bank I: USING BASIC SKILLS

Area: 3.0 FOODS/NUTRITION

Concept: 3.10 READING (Reading Menus)

Competency: 3.10 The learner will enhance reading skills through Foods/Nutrition

Learner Outcome/Evaluation:

3.11b Given a restaurant menu and related statements, the learner will identify each statement as being true or false.

| Learning Activities | Resources/Supplements |
|---|---|
| Study the menu on the bulletin board or transparancy and discuss what is involved in reading a menu besides knowing all the words. | |
| Select a menu and study it carefully. Answer these questions about the menu:<br>1. How many beverages are served?<br>2. Is pie a la mode available?<br>3. Does the menu list foods a la carte?<br>4. Is there a choice of entree?<br>5. Does the dinner include an appetizer?<br>6. Are there any "specials" listed?<br>7. What side dishes can you get?<br>8. Are potatoes served? If so, how are they cooked? | Burns & Eddy. Using Menus. Enrich, 1979. |
| Bring a menu from a local restaurant. Try to get a variety. Display on the bulletin board. Design a set of true-false statements about your menu. Be sure to have the correct answers available. | |
| Read about a la carte menus and dinner menus. How do they differ? Are there any similarities in the two styles of menus? Which is easier to read and understand? | Kowtaluk. Discovering Nutrition. Bennett, 1980, pp. 140-141. |

Bank I - Outcome 3.11b

| Learning Activities | Resources/Supplements |
|---|---|
| Use the menu from The Patio Restaurant or Alligator Alley Restaurant and tell if these statements are true or false:<br>1. Hot dogs are offered on the menu.<br>2. Potatoes are prepared more than one way.<br>3. There are five entrees listed on the menu.<br>4. Complete dinners include the beverage and dessert.<br>5. The choice of salad dressings is listed.<br>6. Food can be ordered a la carte. | Supplement 3.11b. The Patio Restaurant.<br>Supplement 3.11b. Alligator Alley Restaurant. |
| Use the menus from The Patio Restaurant and Alligator Alley Restaurant and write a relevant set of 10 true-false statements for one menu. Then, work in a small group and write answers to the statements exchanged by members of the group. | Supplement 3.11b. The Patio Restaurant.<br>Supplement 3.11b. Alligator Alley Restaurant. |

Bank I - Outcome(s) 3.11a and 3.11b Reading Menus

## Suggested Integrations with Other Home Economics Concepts

| | | |
|---|---|---|
| Bank I | Concept 1.34 | Communicating with Manners |
| Bank I | Concept 3.21 | Writing Menus |
| Bank I | Concept 3.17 | Reading Stories about Foods |
| Bank I | Concept 3.31 | Ordering from a Menu |
| Bank I | Concept 3.44 | Computing Food Costs |
| Bank I | Concept 4.23 | Writing Checks |
| Bank I | Concept 4.42 | Making Change |
| Bank I | Concept 5.11 | Reading Newspaper Ads |
| Bank II | Concept 2.52 | How I Make Decisions |
| Bank II | Concept 3.11 | Effects of Food on Health, Appearance, and Performance |
| Bank II | Concept 3.21 | Motivations |
| Bank II | Concept 3.22 | Food Fallacies |
| Bank II | Concept 3.20 | Food Needs |
| Bank II | Concept 3.40 | Food Choices |
| Bank II | Concept 3.41 | Snacking |
| Bank II | Concept 3.42 | Eating Out |
| Bank III | Concept 1.22 | Lifestyle |
| Bank III | Concept 1.22 | Family Heritage |
| Bank III | Concept 3.34 | Manners |

## Suggested Integrations with Other Subject Matter Areas

Language Arts. Use the dictionary and other library resources to prepare a report on origins or history of foods found on the menu.

Social Studies. Design and/or study a menu containing regional foods. Prepare a map showing the area of the U.S. and report on the culture influencing the menu.

Art. Design and/or letter an original menu.

History. Study historical sites and include a menu of one or more of the typical restaurants today. Construct a menu that might have been used in the past. Study historical background of foods on the menu or the people involved.

**Bank I:** USING BASIC SKILLS **Area:** 3.0 FOODS/NUTRITION

**Concept:** 3.10 READING (Reading Food Labels)

**Competency:** 3.10 The learner will enhance reading skills through Foods/Nutrition.

**Learner Outcome/Evaluation:**

3.12a Given a food label, the learner will distinguish between information required by law and that not required by law, and explain the purpose of each.

| Learning Activities | Resources/Supplements |
|---|---|
| Cover a package or can of food at home. Leave one side plain but print the name of the food on the inside of the cover. Bring to school and make a display of items. Try to guess what other students brought. Reverse the wrappers so that the name of the item shows. Discuss what other information you might need besides the name of the product. | |
| View a filmstrip or read to find what information is required by law on food labels. Prepare a list of the information required by law. | Filmstrip: What Can You Learn. LABEL LITERACY. Sunburst.<br>USDA. What's to Eat? 1979, pp. 61-62.<br>Kowtaluk. Discovering Nutrition. Bennett, 1980, pp. 106-108.<br>Dunn & Peeler. Living, Learning, and Caring. Ginn, 1981, p. 292.<br>Kelly & Landers. Today's Teen. Bennett, 1977, pp. 352-353.<br>Kelly & Eubanks. Today's Teen. Bennett, 1981, pp. 352-353. |

Bank I - Outcome 3.12a

| Learning Activities | Resources/Supplements |
|---|---|
| Uncover the original label on the package or can of food you brought. Complete the worksheet from the supplement. | Supplement 3.12a. Label Information. |
| View a filmstrip, read, or review a previous reading to identify helpful but non-mandatory information, Discuss why some information is helpful even if not required. | Filmstrip: Using the Information. LABEL LITERACY. Sunburst.<br>Foster et al. Creative Living. Maclean Hunter, 1979, pp. 284-286. |
| Complete the Supplement to identify information as being required or not required. Tell why each item is required or helpful. | Supplement 3.12a. Information Please. |
| Have a label design contest and display the winning entries. | |
| SEE 3.12b FOR INTEGRATIONS. | |

Bank I: USING BASIC SKILLS

Area: 3.0 FOODS/NUTRITION

Concept: 3.10 READING (Reading Food Labels)

Competency: 3.10 The learner will enhance reading skills through Foods/Nutrition.

Learner Outcome/Evaluation:

3.12b Given a sample of nutrition labeling, the learner will interpret the label.

| Learning Activities | Resources/Supplements |
|---|---|
| Review frames 42-49 of the filmstrip, Using the Information, in order to find out more about nutrition labeling. How would the nutrition information chart on the label help: a diabetic person, someone trying to lose weight, a parent of young children, an athlete, a person with limited funds? | Filmstrip: Using the Information. LABEL LITERACY. Sunburst. |
| Read one or more references to find out when nutrition labeling is required and what nutrition labels contain. | Kelly & Landers. Today's Teen. Bennett, 1977, pp. 352-353.<br>Kelly & Eubanks. Today's Teen. Bennett, 1981. pp. 352-353.<br>Foster et al. Creative Living. Maclean Hunter, 1979, p. 285.<br>USDA. Food is More than Just Something to Eat, 1976. |
| Study the U.S. RDA chart that is the standard for nutrition labeling. Find out some other names or symbols for nutrients. Do you think everyone needs the same amount of nutrients? If not, why would the standard be set at the highest level rather than the average level? Find some nutrition labels and compare with the chart. Also check the serving size listed. | Supplement 3.12b. U.S. Recommended Daily Allowances.<br>Teacher's Reference: Deutsch. Nutrition Labeling. National Nutrition Consortium, 1975.<br>NOTE: See Outcome 3.16 for further details of RDA. |

Bank I - Outcome 3.12a and 3.12b     Reading Food Labels

## Suggested Integrations with Other Home Economics Concepts

| | | |
|---|---|---|
| Bank I | Concept 2.13 | Reading Directions |
| Bank I | Concept 2.14 | Reading Abbreviations/ Symbols |
| Bank I | Concept 2.16 | Reading Charts and Graphs |
| Bank I | Concept 2.52 | Perceiving Unsafe Conditions |
| Bank I | Concept 2.53 | Perceiving Alternatives |
| Bank I | Concept 3.14 | Reading Directions |
| Bank I | Concept 3.15 | Reading Terminology |
| Bank I | Concept 3.16 | Reading Charts and Graphs |
| Bank I | Concept 3.41 | Computing Calories |
| Bank I | Concept 3.42 | Metrics |
| Bank I | Concept 3.44 | Computing Food Cost |
| Bank I | Concept 3.52 | Perceiving Portions |
| Bank I | Concept 4.11 | Reading Labels |
| Bank I | Concept 4.13 | Reading Terminology |
| Bank I | Concept 4.24 | Writing About Consumer Experiences |
| Bank I | Concept 4.41 | Computing Unit Cost |
| Bank II | Concept 3.31 | Nutrients |
| Bank II | Concept 3.34 | Energy Needs |
| Bank II | Concept 3.35 | Daily Food Needs |
| Bank II | Concept 3.41 | Snacking |
| Bank II | Concept 4.21 | To Buy or Not To Buy |
| Bank III | Concept 3.12 | Food Forms |

## Suggested Integrations with Other Subject Matter Areas

Art. Develop a label for an imaginary new food product.

Social Studies. Study the use of food ads as a buyer beware tactic.

Science. Discuss the chemical and physical composition of nutrients and the use of chemical names of vitamins as opposed to the letters by which we know some vitamins.

Math. Figure the amount of a food you would have to eat to get the RDA.

Bank I: USING BASIC SKILLS

Area: 3.0 FOODS/NUTRITION

Concept: 3.10 READING (Reading Recipes)

Competency: 3.10 The learner will inhance reading skills through nutrition.

Learner Outcome/Evaluation:

3.13 Given a simple recipe, the learner will summarize and interpret the recipe.

| Learning Activities | Resources/Supplements |
|---|---|
| Discuss why knowing how to use a recipe would be important in preparing a new food. Have you used a recipe? For what? How did people cook before there were many printed recipes? What can you cook without a recipe? Have you ever made a mess because you didn't understand a recipe? | |
| Examine some simple recipes. How many ingredients are needed in each? Are you familiar with all the ingredients? How are ingredients combined? Is the food to be cooked? If so, how? What utensils or equipment is needed? How long will it take to prepare? | Snacks, Cooperative Extension, New York City. |
| Read Recipe Slueth (Supplement 3.13) and answer the questions. You may work in teams. Tell the teacher and the team that first completes the questions correctly how to make the recipe as they prepare it. Each student may then taste a sample. Was the recipe followed correctly? | Supplement 3.13. Recipe Slueth. |
| Read to find out more about using recipes. | Kelly & Landers. Today's Teen. Bennett, 1977. pp. 321-322.<br>Kelly & Eubanks. Today's Teen. Bennett, 1981, pp. 321-322. |

Bank I - Outcome 3.13

| Learning Activities | Resources/Supplements |
|---|---|
|  | Dunn & Peeler. Living, Learning, and Caring. Ginn, pp. 321-324. |
| Find some recipes to share with your team. Take turns telling team members how to make particular recipes. List all the terms or other information that you would need to know before you actually prepared the recipes. |  |
| Complete word search, "Rate The Recipe". | Nasco. Activities For Foods Classes, p. 8. |

Bank I - Outcome 3.13 Reading Recipes

| Suggested Integrations with Other Home Economics Concepts | Suggested Integrations with Other Subject Matter Areas |
|---|---|
| Bank I Concept 2.11 Reading Schedules<br>Bank I Concept 2.13 Reading Directions<br>Bank I Concept 2.21 Writing Directions<br>Bank I Concept 3.14 Reading Directions<br>Bank I Concept 3.15 Reading Terminology<br>Bank I Concept 3.16 Reading Charts and Graphs<br>Bank I Concept 3.22 Writing Recipes<br>Bank I Concept 3.41 Computing Calories<br>Bank I Concept 3.43 Measuring Weights & Volume<br>Bank I Concept 4.13 Reading Terminology<br>Bank III Concept 3.12 Food Forms<br>Bank III Concept 3.13 Food Processing<br>Bank III Concept 3.24 Simple Preparation | Social Studies. Prepare a meal using recipes from another country.<br>Science. Find out the particular function and composition of each ingredient needed in recipes. Also experiment to discover the effects of different temperatures used in cooking foods. |

Bank I: USING BASIC SKILLS Area: 3.0 FOODS/NUTRITION

Concept: 3.10 READING (Reading Directions)

Competency: 3.10 The learner will enhance reading skills through Foods/Nutrition

Learner Outcome/Evaluation:

3.14 Given a food package, the learner will interpret directions for preparing and serving the food.

| Learning Activities | Resources/Supplements |
|---|---|
| Select a product from a display of packaged foods that have directions for preparing. Read the directions carefully. Explain to a classmate. Find out the meaning of any direction or term you don't know. | |
| Listen to the explanation of directions for preparing one of the products selected by a classmate. Then read the directions and decide if the explanation was correct. | |
| Study the directions to find what variations, exceptions, and/or serving suggestions are given. | |
| At home or at school, prepare a food product using the directions from the package. Report results. | |
| Read to find suggestions for preparing foods from package directions. What are some cautions to follow? | Foster. Creative Living. Maclean Hunter, 1979, p. 309.<br>Dunn & Peeler. Living, Learning and Caring. Ginn, 1981, pp. 321-322. |
| Read the recipe from the package and complete the worksheets. | Supplement 3.14. Read Any Good Boxes Lately?<br>Brooks. Basic Competency Skills 6. Milliken, 1977, p. 11.<br>Brooks. Basic Competency Skills 7. Milliken, 1977, p. 13. |

Bank I - Outcome 3.14 **Reading Directions**

| Suggested Integrations with Other Home Economics Concepts | Suggested Integrations with Other Subject Matter Areas |
|---|---|
| **Bank I Concept 2.11 Reading Schedules**<br>Bank I Concept 2.16 Reading Charts<br>Bank I Concept 3.13 Reading Recipes<br>Bank I Concept 3.41 Computing Calories<br>Bank I Concept 3.43 Measuring Weights & Volumes<br>Bank I Concept 3.44 Computing Food Costs<br>Bank II Concept 2.52 How I Make Decisions<br>Bank III Concept 2.20 Caring & Conserving<br>Bank III Concept 3.20 Self Sufficiency in the Kitchen | English: Discuss the relation between reading directions on food packages and other types of directions.<br>Science. Design an experiment using variations of the directions on food packages and compare the results. |

Bank I: USING BASIC SKILLS Area: 3.0 FOODS/NUTRITION

Concept: 3.10 READING (Reading Terminology)

Competency: 3.10 The learner will enhance reading skills through Foods/Nutrition

Learner Outcome/Evaluation:

3.15 Given a list of terms and definitions related to food, the learner will match each term to its definition.

| Learning Activities | Resources/Supplements |
|---|---|
| Divide into teams and have a scavenger hunt to find the piece of equipment to be used for each purpose. Award a trophy for first, second, and third place winners (decorated pieces of equipment such as rolling pin, measuring cup, etc.) | Supplement 3.15. Scavenger Hunt: Tools of the Trade. |
| Discuss utensils that were needed for recipes you examined. Read to find out about other kitchen equipment that you might need to use in cooking. | Kelly & Landers. Today's Teen. Bennett, 1977, pp. 314-317.<br>Kelly & Eubanks. Today's Teen. Bennett, 1981, pp. 314-317.<br>Kowtaluk. Discovering Food. Bennett, 1978, pp. 21-25.<br>Dunn & Peeler. Living, Learning, and Caring. Ginn, 1981, p. 320. |
| Complete puzzles and other worksheets about cooking equipment. | Supplement 3.15 Cooking Lingo.<br>Nasco. Activities for Foods Classes, pp. 3.3a. |
| Play the game Roulette Kitchen Tools. | Game: Roulette Kitchen Tools. Nasco. |

Bank I - Outcome 3.15

| Learning Activities | Resources/Supplements |
|---|---|
| Do the exercise Alpha Maze. Find the meaning of any food preparation term you don't know in your reading. | Supplement 3.15. Alpha Maze.<br>Kowtaluk. Discovering Food, pp. 55-58.<br>Kelly & Landers. Today's Teen, pp. 320-321.<br>Kelly & Eubanks. Today's Teen, pp. 320-321.<br>Creasy & Creasy. Exploring Food. Prentice Hall, 1980, pp. 312-316. |
| Complete one or more of the games or exercises about cooking terms. | Supplement 3.15. Cooko.<br>Supplement 3.15. Find a Term.<br>Nasco. Activities for Foods Classes, pp. 4, 4a, 5, 7. |
| Find a new recipe and explain all terms and equipment that would be needed. Complete Supplement 3.15, What's My Nickname?, if you do not know all of the abbreviations used. | Supplement 3.15. What's My Nickname? |

Bank I - Outcome 3.15 Reading Terminology

Suggested Integrations with Other Home Economics Concepts

| | | |
|---|---|---|
| Bank I | Concept 3.11 | Reading Menus |
| Bank I | Concept 3.12 | Reading Food Labels |
| Bank I | Concept 3.13 | Reading Recipes |
| Bank I | Concept 3.14 | Reading Directions |
| Bank I | Concept 3.15 | Reading Terminology |
| Bank I | Concept 3.17 | Reading Stories about Foods |
| Bank I | Concept 3.21 | Writing Menus |
| Bank I | Concept 3.22 | Writing Recipes |
| Bank II | Concept 3.40 | Snacking |
| Bank III | Concept 3.12 | Food Forms |
| Bank III | Concept 3.13 | Processing |
| Bank III | Concept 3.21 | Kitchen Safety |
| Bank III | Concept 3.22 | Care and Use of Equipment |
| Bank III | Concept 3.23 | Food Safety and Sanitation |
| Bank III | Concept 3.24 | Simple Preparation |

Suggested Integrations with Other Subject Matter Areas

Language Arts. Learn the origin of food terms. Study prefixes, suffixes, root words to help remember meanings and spelling.

Science. Determine the scientific principles involved in some of the food preparation processes. Try some of the processes and observe the physical and chemical changes. Also determine the scientific principles involved in some of the equipment.

**Bank I:** USING BASIC SKILLS **Area:** 3.0 FOODS/NUTRITION

**Concept:** 3.10 READING (Charts and Graphs)

**Competency:** 3.10 The learner will enhance reading skills through Foods/Nutrition.

**Learner Outcome/Evaluation:**

3.16 Given charts and graphs concerning nutrition, the learner will interpret the information.

| Learning Activities | Resources/Supplements |
|---|---|
| Find a simple chart about nutrition. Write in paragraph form all the information you can find in the chart. Compare the amount of space each takes. Ask a classmate to read your paragraph and ask him/her questions as you look at the chart. Then let your classmate look at the chart. Which form takes the least space? Which way is it easier to make a comparison? | |
| Discuss the value of learning to read charts and graphs that have nutrition information. What types of nutrition information have you seen in chart or graph form? | |
| People often want to know how many calories are in the foods they eat. Write down 10 foods you ate yesterday and find them in the supplement. How is this chart arranged? Were the foods easy to find? | Supplement 3.16. Energy Supplied by Foods. |
| Look up the same foods in a complete nutrition chart. On a large sheet of paper copy the headings and make a chart of the 10 foods. | USDA. Nutritive Value of Foods. 1977. |

Bank I - Outcome 3.16

| Learning Activities | Resources/Supplements |
|---|---|
| Study the graph, Calories and Activity Level, and find out how long it takes to burn up the calories from 105 calories in a sedentary activity (reading, writing, etc.). Why is this called a pie graph? | Supplement 3.41b. Calories and Activity Level. |
| To find out how foods compare in relation to each other in nutritive value in a different way, use the bar graphs in the Comparison Cards. The booklet will explain more about their use. | Comparison Cards. National Dairy Council.<br>Tronc & Oppert. How to Use the Comparison Cards to Learn Which Foods Are Best. ITT-HE, Univ. of Illinois. |
| Nutrition labeling is based on the nutrients needed by people who have the highest nutrient need. Find your nutrient needs on the RDA-1974 chart and compare with U.S. RDA recommendation used for nutrition labeling. For how many nutrients would get more than enough nutrients? | Supplement 3.12b. U.S. Recommended Daily Allowance (U.S. RDA).<br>Supplement 3.16. Recommended Daily Dietary Allowances (RDA'S), 1974. |
| Check your conclusion with the chart in the supplement listed. What percent of the U.S. RDA do *you* need? | Supplement 3.16. Food Energy and Percentage of U.S. RDA Needed by People. |
| Compare the 1974 RDA chart to the 1979 RDA chart. How have the recommended amounts changed? | Supplement 3.16. Recommended Dietary Allowances (RDA), 1979. |
| After comparing the several charts, discuss why many people say the nutrition label standards are set too high. | |

Bank I - Outcome 3.16

| Learning Activities | Resources/Supplements |
|---|---|
| Find other examples of food and nutrition information given in chart and graph form. Which ones can you interpret? How are both reading and math involved?<br>**Note to Teacher**: The activities for this learner outcome need not all be done at one time, nor by all students. Integration with both Language Arts and Math is highly recommended. | |

Bank I - Outcome 3.16 Reading Charts and Graphs

### Suggested Integrations with Other Home Economics Concepts

| | | |
|---|---|---|
| Bank I | Concept 2.10 | Reading Schedules |
| Bank I | Concept 2.16 | Reading Charts and Graphs |
| Bank I | Concept 3.12 | Reading Food Labels |
| Bank I | Concept 3.41 | Computing Calories |
| Bank I | Concept 3.42 | Metrics |
| Bank I | Concept 3.43 | Measuring Weights and Volumes |
| Bank I | Concept 3.44 | Computing Food Costs |
| Bank I | Concept 4.11 | Reading Labels |
| Bank I | Concept 4.41 | Computing Unit Cost |
| Bank I | Concept 5.41 | Computing Salary |
| Bank I | Concept 6.15 | Reading Charts |
| Bank I | Concept 6.40 | Using Numbers |
| Bank II | Concept 3.11 | Effects of Food |
| Bank II | Concept 3.30 | Food Needs |
| Bank II | Concept 3.41 | Snacking |

### Suggested Integrations with Other Subject Matter Areas

Language Arts. Compare how information is arranged in charts and graphs. How is each type to be read? Pick out parts of a chart from nutrition and make a bar graph and a pie graph. Discuss what comparisons can be made when one chart has more information than another chart.

Math. Make up math problems to compare data from nutrition charts. Exchange problems with another student. See what other columns you could add to a chart from the information already in a chart. Practice basic math operations needed to make comparisons.

Health/PE. Plot all of your activities for a day and make a chart to estimate the calories you need for sedentary, moderate, strenuous, etc., activity.

**Bank I:** USING BASIC SKILLS **Area:** 3.0 FOODS/NUTRITION

**Concept:** 3.10 READING (Stories About Foods)

**Competency:** 3.10 The learner will enhance reading skills through Foods/Nutrition

**Learner Outcome/Evaluation:**

3.17 Having read a story or legend about food or a nutrient, the learner will answer questions related to the story.

| Learning Activities | Resources/Supplements |
|---|---|
| Discuss stories about food that are told in your family. (Ex. - A young bride baked her first banana cream pie. She didn't see her husband fish all the banana slices out while it cooled. At dinner she complained that the bananas had dissolved. This happened to a couple who celebrated their fiftieth wedding anniversary several years ago. The story has been handed down for over half a century.) | |
| Discuss why people have written stories about food. What stories about food have you read? | |
| Select a story about a food. Tell the story to the class after you have read it. You may also use stories about nutritional discoveries. The stories may be true or fictional, but tell the group which it is. Samples or pictures of foods in the stories will add interest to your report. | Barton. Hush Puppies and Other Stories. Carlton Press, 1978.<br>Martin. The Great Vitamin Mystery. National Dairy Council, 1976.<br>Library references. |
| Watch or give a demonstration of some of the foods in the stories. Or try making one of the recipes at home with your family. | |

Bank I - Outcome 3.17

| Learning Activities | Resources/Supplements |
|---|---|
| Help prepare a quiz game about famous people, food stories or happenings. Use a format from a TV quiz show. Library work may be needed to prepare the questions and answers. Example of questions that might be used:<br>1. Who said, "Let them eat cake?" What is the background of the story?<br>2. What is the connection between another name for Native Americans (Indians) and something about food? What and why was Columbus looking for a place other than America?<br>3. What common food was once considered poisonous and called a love apple?<br>4. Why isn't a baker's dozen 12?<br>Play the game after enough questions are compiled. Award the winners a polished apple or other food prize. | Library references.<br>Teacher reference: Tannahill. Food in History. Stein & Day, 1974. |

## Bank I - Outcome 3.17 Stories about Food

### Suggested Integrations with Other Home Economics Concepts

| | | |
|---|---|---|
| Bank I | Concept 1.11 | Reading Stories of Family Situations |
| Bank I | Concept 1.30 | Communicating |
| Bank III | Concept 1.20 | How Families Differ |
| Bank III | Concept 3.10 | Food Supply |
| Bank III | Concept 3.24 | Simple preparation |
| Bank III | Concept 3.34 | Manners |

### Suggested Integrations with Other Subject Matter Areas

Language Arts. Read and prepare reports on other food legends.

Drama. Write and perform a skit or play about a food or legend about food.

Art. Paint a mural showing the place of food in life situations or to illustrate a report or skit.

History. Trace historical events that affected development, popularity, and availability of food.

Science. Discuss how scientific experimentation led to identification of specific nutrients.

Bank I. USING BASIC SKILLS Area: 3.0 FOODS/NUTRITION

Concept: 3.20 WRITING (Writing Menus)

Competency: 3.20 The learner will enhance writing skills through Foods/Nutrition.

Learner Outcome/Evaluation:

3.21 Given a list of foods in a meal, the learner will write them in correct menu form.

| Learning Activities | Resources/Supplements |
|---|---|
| Examine some attractive banquet menus from a special event. How does writing a menu differ from other types of writing you have done? | |
| Read Writing Menus, Supplement 3.21. Locate 3 menus in a cookbook or other source. Answer the following questions about each menu:<br>1. Are the foods correctly listed in the order in which they are served, or according to the guidelines?<br>2. Are the foods that are eaten together written on separate lines, or on the same line?<br>3. Are all the words capitalized except on, over, in, and with, or similar words?<br>4. Is the method of preparation included?<br>5. Are there words that describe the food?<br>6. Are the menus written in indented style or in straight style? | Supplement 3.21. Using Menus.<br>Cookbook with menus. |
| Write menus, using indented style and straight style, for the foods listed in Supplement 3.21. When you finish, answer these questions:<br>1. Have you followed all the guidelines for writing menus? | Supplement 3.21. Mad Menus. |

| Learning Activities | Resources/Supplements |
|---|---|
| 2. Have you included descriptive words when necessary?<br>3. Are the menus easy to read?<br>4. Which style do you like best? Why?<br>5. Does the written menu form make the food seem more appealing than the original list of foods? Why or why not? | |
| Pretend you are the owner of a new restaurant in town. Design a menu using indented style or straight style for foods that may be ordered in your restaurant. The menu will be used in your advertisement, so make it your best! Use one of the suggestions from The Latest Restaurant in Town or Create a Menu. | Supplement 3.21. The Latest Restaurant in Town.<br>Supplement 3.11a. Create a Menu. |
| Prepare souvenior menus for each person for your family's next "important" meal together (a birthday or holiday dinner, Sunday dinner, cook-out, etc.). Make the menus as attractive as possible and use your best writing. | |
| Discuss how a menu differs for a luncheon or banquet from one used in a restaurant that offers a choice of foods. | |

Bank I - Outcome 3.21 Writing Menus

Suggested Integrations with
Other Home Economics Concepts

| | | |
|---|---|---|
| Bank I | Concept 1.22 | Writing Invitations |
| Bank I | Concept 3.11 | Reading Menus |
| Bank I | Concept 3.31 | Ordering Food |
| Bank I | Concept 3.44 | Computing Food Costs |
| Bank I | Concept 3.51 | Perceiving Flavors/Aroma/Texture/Appearance |
| Bank I | Concept 3.52 | Perceiving Portions |
| Bank I | Concept 3.53 | Perceiving Quality |
| Bank II | Concept 3.21 | Motivations |
| Bank II | Concept 3.30 | Food Needs |
| Bank II | Concept 3.40 | Food Choices |
| Bank III | Concept 3.33 | Meal Service |
| Bank III | Concept 3.34 | Manners |

Suggested Integrations with
Other Subject Matter Areas

Art. Design a cover for and letter a menu. Create a mural to represent a restaurant for the menu.

Industrial Arts. Discuss ways to print menus. Study non-paper menus and/or make a menu on a cutting board or other interesting material.

Language Arts. Insert as many descriptive terms for foods in a menu as you can that are applicable. Discuss how rules for capitalizing titles apply in menu writing.

Science. Create a Century 21 menu.

History. Find a passage in a historical novel that describes a formal dinner in detail (one with many courses). Write the menu in proper form. Create missing details.

Social Studies. Write typical menus for different countries for the wealthy class and ordinary people.

Bank I: USING BASIC SKILLS Area: 3.0 FOODS/NUTRITION

Concept: 3.20 WRITING (Writing Recipes)

Competency: 3.20 The learner will enhance writing skills through Foods/Nutrition

Learner Outcome/Evaluation:

3.22 The learner will compile a recipe file using correct recipe form.

| Learning Activities | Resources/Supplements |
|---|---|
| Write the name of a recipe that you have never prepared on a slip of paper. Drop in a "chef's hat". Shake up and let each student draw a slip of paper. Describe how you might prepare the food without a recipe. Discuss the advantages of having written recipes. | |
| Read several recipes from books or magazines. Observe how they are written. Compare these with old-time "receipts" that do not give exact measurements. Discuss all the different things a recipe should tell. List on the chalkboard. | Dunn & Peeler. Living, Learning, and Caring. Ginn, 1981, pp. 321-324.<br>"Old-time" recipe books.<br>Magazines. |
| Read to find out how a good recipe should be written. Compare ways recipes are written. Which forms are easiest to follow? | Kowtaluk. Discovering Food. Bennett, 1978. pp. 18-19. |
| Make a bulletin board called Write it Right. Write a recipe on large paper for the bulletin board. Cut strips with captions from the supplement and place around the recipe to illustrate points. | Supplement 3.22. Write it Right. |
| Prepare a recipe file using a correct and easy to follow form. Collect those you like under several main headings such as: breads, vegetables, salads, etc. Include some recipes for which you have rewritten directions. Have a classmate check for clarity. | |

Bank I - Outcome 3.22 Writing Recipes

| Suggested Integrations with Other Home Economics Concepts | Suggested Integrations with Other Subject Matter Areas |
|---|---|
| Bank I Concept 2.13 Reading Directions<br>Bank I Concept 2.14 Reading Abbreviations/Symbols<br>Bank I Concept 2.21 Writing Directions<br>Bank I Concept 3.13 Reading Recipes<br>Bank I Concept 3.14 Reading Directions<br>Bank I Concept 3.15 Reading Terminology<br>Bank I Concept 3.17 Reading Stories About Food<br>Bank I Concept 3.43 Measuring Weights and Volumes<br>Bank III Concept 3.24 Simple Preparation<br>Bank III Concept 4.42 Quality and Cost | Language Arts. Discover how various recipes got their names. Practice writing so that it can be read.<br>Social Studies. Study the various countries that recipes come from and discover why people eat what they do. What crops, etc., are grown and produced in that country ?<br>Art. Create a bulletin board to show the correct form of writing a recipe, artistically spaced and decorated. |

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**Bank I:** USING BASIC SKILLS **Area:** 3.30 FOOD/NUTRITION

**Concept:** 3.30 COMMUNICATING (Ordering Food)

**Competency:** 3.30 The learner will enhance communication skills through Foods/Nutrition.

**Learner Outcome/Evaluation:**

3.31 Given a menu, the learner will place an order for a meal.

| Learning Activities | Resources/Supplements |
|---|---|
| Discuss how you feel in different situations when you are to order your own food in a restaurant. Have you ever gotten the wrong order? What did you do? | |
| View a filmstrip. Discuss how you might order food in different types of restaurants. | Filmstrip: Dining Out. ETIQUETTE FOR TEENAGERS. Brunswick.<br>Filmstrip: Selecting and Eating in a Restaurant. Interpretive Education. |
| Have a buzz session to compile a list of various types of restaurants. Under each type place the names of popular restaurants. Discuss ways that ordering might differ at the different restaurants. | |
| Find some typical restaurant menus. Role play ordering from the menu. After orders are placed, have students who took the orders read what they would serve. Tell whether or not the order is what you intended. Discuss how you might clarify what you want to order. | Burns & Eddy. Using Menus. 1980, Enrich.<br>Menus developed by class in previous assignments. |
| Invite a waiter/waitress to speak to the class about what they wish people would do in placing their orders for food. | |

## Bank I - Outcome 3.31 Ordering Food

### Suggested Integrations with Other Home Economics Concepts

| | | |
|---|---|---|
| Bank I | Concept 1.33 | Communicating by Telephone |
| Bank I | Concept 1.34 | Communicating with Manners |
| Bank I | Concept 3.11 | Reading Menus |
| Bank I | Concept 3.32 | Communicating Food Preferences |
| Bank I | Concept 3.44 | Computing Food Costs |
| Bank I | Concept 3.52 | Perceiving Portions |
| Bank I | Concept 3.53 | Perceiving Quality |
| Bank I | Concept 4.21 | Writing Orders |
| Bank I | Concept 4.24 | Writing About Consumer Experiences |
| Bank I. | Concept 4.32 | Communicating With Salesperson |
| Bank II | Concept 3.42 | Eating Out |
| Bank II | Concept 5.32 | Interdependence: Beyond The Family |
| Bank III | Concept 4.22 | Courteous Shopping Behavior |
| Bank III | Concept 4.41 | Where to Buy |

### Suggested Integrations with Other Subject Matter Areas

Language Arts. Study the vocabulary of restaurant menus. Dramatize food ordering situations and analyze communication types shown.

Art. Design and make a placemat menu.

Social Studies. Study the social changes that have led to the increase in the number of restaurants in the U.S.

**Bank I:** USING BASIC SKILLS **Area:** 3.0 FOODS/NUTRITION

**Concept:** 3.30 COMMUNICATING (Food Preferences and Needs)

**Competency:** 3.30 The learner will enhance communication skills through Foods/Nutrition

**Learner Outcome/Evaluation:**

3.32 The learner will demonstrate positive communication about food preferences and special dietary needs.

| Learning Activities | Resources/Supplements |
|---|---|
| Take or view some candid camera snapshots of people refusing food in negative ways (frowning, gagging, wrinkling nose, etc.). Discuss how they look and what type of persons you would think they were if you didn't know them. | |
| Compile a list of reasons why people have certain food preferences or restrictions. | |
| Identify ways that people communicate food preferences. Classify each response as positive or negative. Suggest ways of changing negative responses to more positive ones. | |
| Find a partner. Choose a number from 1 to 12. Then read the situation that corresponds to the number in the supplement. Role play a negative and a positive response to the situation. Discuss how each partner felt with each type of response. | Supplement 3.32. Communicating Preferences. |
| Reverse roles or let other students role play situations if you felt uncomfortable with the "positive" responses. | |

Bank I - Outcome 3.32 Communicating Food Preferences and Needs

## Suggested Integrations with Other Home Economics Concepts

| | | |
|---|---|---|
| Bank I | Concept 1.20 | How Families Differ |
| Bank I | Concept 1.34 | Communicating with Manners |
| Bank I | Concept 1.41 | Role Models |
| Bank I | Concept 1.42 | Caring for Children |
| Bank I | Concept 1.51 | Perceiving other's feelings |
| Bank I | Concept 3.31 | Ordering Food |
| Bank I | Concept 3.51 | Perceiving Flavors/ Aroma/ Texture/ Appearance |
| Bank I | Concept 3.52 | Perceiving Portions |
| Bank I | Concept 3.53 | Perceiving quality |
| Bank I | Concept 4.32 | Communicating with salesperson |
| Bank II | Concept 1.12 | Traits |
| Bank II | Concept 1.14 | Accepting and/or changing self |
| Bank II | Concept 3.21 | Motivations |
| Bank II | Concept 3.34 | Energy Needs |
| Bank II | Concept 3.0 | Daily Food Needs |
| Bank II | Concept 3.41 | Snacking |
| Bank II | Concept 3.42 | Eating out |
| Bank III | Concept 3.34 | Manners |

## Suggested Integrations with Other Subject Matter Areas

Health. Research special dietary needs that are the result of conditions such as allergies, diabetes, heart disease, etc.

Language Arts. Write a story describing the use of positive communication techniques in expressing food preferences.

Social Studies. Read to discover food preferences of various cultures, religions, or geographic areas.

Bank I: USING BASIC SKILLS  Area: 3.0 FOODS/NUTRITION

Concept: 3.40 USING NUMBERS (Computing Calories)

Competency: 3.40 The learner will enhance number skills through Foods/Nutrition

Learner Outcome/Evaluation:

3.41a Given food models with numbers of calories, the learner will find the sum of calories in meals.

| Learning Activities | Resources/Supplements |
|---|---|
| Discuss why people count calories. What is a calorie? What do you need to know to count calories? | |
| Read to find out more about calories and where we get them. Discuss what happens if you don't have enough calories. Too many calories ? | Foster et al. Creative Living. Maclean Hunter, 1978, pp. 244, 250-251, 255-260.<br>Kelly & Landers. Today's Teen. Bennett, 1977, pp. 339-340.<br>Kelly & Eubanks. Today's Teen. Bennett, 1981, pp. 339-340.<br>Kowtaluk. Discovering Nutrition. Bennett, 1980, pp. 57-60, 143, 150-151.<br>Dunn & Peeler. Living, Learning, and Caring. Ginn, 1981, p. 265. |
| Use Supplement 3.16 for reference and choose a partner. Take turns naming foods to find the number of calories. Each time you find the number of calories in 6 foods, add the total calories. | Supplement 3.16. Energy Supplied by Food. |
| Arrange food models on the bulletin board. Let each student remove a food model until all models are taken. Each student will then add calories in the | Food Models. National Dairy Council. |

| Learning Activities | Resources/Supplements |
|---|---|
| foods he/she has. Exchange with another student to check answers. Find out what set of foods had the most calories, the least calories. Write the foods with their calories on the board. | |
| Trade one food model with someone. Add your new total. Then trade all but one of your food models and find the new total of calories. | |
| Divide your food models into 2 sets. In Set 1 find the calories if you ate only half as much of each food. In Set 2 find the calories if you ate twice as much of each food. Add these new totals together and compare with the total you got if you ate the amounts shown. | |
| Put models back on a table. Divide into teams and write menus. Select food models and compute calories for each menu. Substitute if the model you wanted has been taken. | |
| Working in teams, construct a food mobile or poster to show foods for a day for one of the following: 1200 calories, 1800 calories, 2400 calories. Show the number of servings of each food. For example, if the diet includes 3 glasses of milk, use 3 pictures or write the information on 1 glass. | |
| Using Supplement 3.41a, compute the calories in your diet for a week. | Supplement 3.41a. Calorie Countdown. |
| SEE 3.41b FOR INTEGRATIONS. | |

**Bank I:** USING BASIC SKILLS **Area:** 3.0 FOODS/NUTRITION

**Concept:** 3.40 USING NUMBERS (Computing Calories)

**Competency:** 3.40 The learner will enhance number skills through Foods/Nutrition

**Learner Outcome/Evaluation:**

3.41b Given a situation describing an individual's calorie needs and the calories in foods eaten, the learner will compute calorie intake and difference between intake and need.

| Learning Activities | Resources/Supplements |
|---|---|
| Discuss the difference in fuel consumption of a car that travels 25-55-75 miles per hour. How does the example relate to how fast you burn the fuel you get from food? | |
| Develop a bulletin board showing differences in calorie need for different types of activities. Determine from bulletin board information, how long it would take to burn calories in a one 8-inch celery stalk if you were reading and if you were running. Discuss why it takes longer if you are reading? | Supplement 3.41b Calories and Activity Level |
| Read to find out more about activities that are classified as sedentary, light, moderate, vigorous, and strenuous. Divide into teams and make posters or collages to illustrate activities of each type. Find age/height/weight charts and discuss in relation to activity level. | Kelly & Landers. Today's Teen. Bennett, 1977, p. 335.<br>Kelly & Eubanks, Today's Teen. Bennett, 1981, p. 335.<br>Kowtaluk. Discovering Nutrition. Bennett, 1980, p. 63.<br>Foster et al. Creative Living. Maclean Hunter, 1979, p. 250. |
| Compute the difference between calorie intake and calorie needs in situations. Discuss who needed the most calories. The fewest calories. Why? | Supplement 3.41b. Calories and Activity Situations. |

Bank I - Outcome 3.41a and 3.41b

## Computing Calories

### Suggested Integrations with Other Home Economics Concepts

| | | |
|---|---|---|
| Bank I | Concept 3.12 | Reading Food Labels |
| Bank I | Concept 3.30 | Communicating |
| Bank I | Concept 3.52 | Perceiving Portions |
| Bank II | Concept 1.13 | Heredity and Environment |
| Bank II | Concept 1.14 | Acepting and/or Changing Self |
| Bank II | Concept 2.50 | Decision Making |
| Bank II | Concept 3.10 | Effects of Food |
| Bank II | Concept 3.30 | Food Needs |
| Bank II | Concept 3.40 | Food Choices |

### Suggested Integrations with Other Subject Matter Areas

Math. Learn how to compute the sum and differences in the use of calories - calories used vs. calories eaten. Learn the correct procedure to find the sum of calories with reading problems.

Science. Study how calories in food are used by the body. Discuss difference between calorie and joule.

Physical Education. Discuss how much energy is used in various physical activities.

Health. Study the effects of the body's use of calories - too many or not enough.

Social Studies. Determine the influence of eating patterns of different cultures on people.

Art. Design food models and record calorie information on back of each model.

Bank I: USING BASIC SKILLS

Area: 3.0 FOODS/NUTRITION

Concept: 3.40 USING NUMBERS (Metrics)

Competency: 3.40 The learner will enhance number skills through Foods and Nutrition.

Learner Outcome/Evaluation:

3.42 Given foods measured in various metric quantities and a list of metric measurements, the learner will match the metric measurement to the correct quantity.

| Learning Activities | Resources/Supplements |
|---|---|
| View filmstrip and discuss the following:<br>1. Why go metric?<br>2. How is length measured?<br>3. How is weight measured?<br>4. How is volume measured?<br>5. How is temperature measured? | Filmstrip: Metric Song. J.C. Penney, 1974. |
| View poster, work with the metric slide chart, do other exercises , or read to find out more about the use of metrics in foods. | Moving toward Metric. J.C. Penney, 1974.<br>Wallach. Meet the Metric System. Pitman, 1980.<br>Kowtaluk. Discovering Food. Bennett, 1978, p. 20. |
| Play Metric Match Game (similar to the Price is Right). Arrange different displays of containers including milk, water, peanuts, etc. Make large cards with the correct metric amount written on each. Divide into groups and give the first group 1 minute to match the cards to the correct amount. Continue until one group wins. | |
| Work in groups arranging more displays. Cover up the customary units of measure and label each with the metric measurements. Examples: can of coffee, bottle of coke, etc. | |
| Discuss meanings of metric prefixes. Go over Metrics Made Simple. | Supplement 3.42. Metrics Made Simple. |

Bank I - Outcome 3.42

| Learning Activities | Resources/Supplements |
|---|---|
| Using the Metric Worksheet, metric scales, metric measuring cups and spoons, estimate the metric measure of the items listed. Measure each item accurately and record all answers on the worksheet. | Supplement 3.42. Metric Worksheet. |
| Ask you math teacher to work with you more on metrics. Plan a metric day for the whole school. | |
| Select and prepare a metric recipe. | Nolan. Metric Cooking. Goodheart-Wilcox, 1980.<br>Teacher Reference: AHEA. Handbook for Metric Usage. 1977.<br>Teacher Reference: Oppert. Moving to Metrics. HEEA, 1977. |

Bank I - Outcome 3.42 Metrics

### Suggested Integrations with Other Home Economics Concepts

| | | |
|---|---|---|
| Bank I | Concept 3.12 | Reading Food Labels |
| Bank I | Concept 3.13 | Reading Recipes |
| Bank I | Concept 3.41 | Computing Calories |
| Bank I | Concept 3.43 | Measuring Weights and Volumes |
| Bank I | Concept 6.41 | Computing Body Measurements |
| Bank I | Concept 6.42 | Computing Yardage |
| Bank I | Concept 6.43 | Metrics |
| Bank III | Concept 4.21 | Being Informed |

### Suggested Integrations with Other Subject Matter Areas

Industrial Arts. Learn to use metrics for linear measurements in the home.

Health. Examine labels on medicines for metric measurements. Discuss why metrics are used here.

Math. Learn the basics of metrics. Combine to prepare some metric recipes.

Science. Examine the metric measuring devices for science and compare with kitchen measuring utensils. Compare substances measured in each.

Language Arts. Learn the prefixes, suffixes, etc., involved in metrics.

Social Studies. Locate on maps parts of the world using the metric system.

Math/Science. Work with the metric system for measuring energy from food (joules rather than calories).

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Bank I: USING BASIC SKILLS  Area: 3.0 FOODS/NUTRITION

Concept: 3.40 USING NUMBERS (Measuring Weights and Volumes)

Competency: 3.40 The learner will enhance number skills through Foods/Nutrition.

Learner Outcome/Evaluation:

3.43a Given a list of measurements and equivalent quantities, the learner will match each measurement to its equivalent.

| Learning Activities | Resources/Supplements |
|---|---|
| View an exhibit of 4 cups of water in separate measuring cups. Discuss an easier way to measure the water. Experiment to find a measuring utensil that fits the water. | |
| Collect measuring utensils and experiment with dry ingredients (sugar or cornmeal) as well as with liquid (water) to find out some equivalents. Keep a record of what you discover and compare notes with others in your class. | Filmstrip: Measure Up. Maclean Hunter.<br>Filmstrip: Kitchen Measures. Interpretive Education. |
| View a filmstrip or read to find out how to measure liquid and dry ingredients. Demonstrate how to measure one or more quantity. | Filmstrip: Measuring Kitchen Ingredients. Franklin Clay.<br>Kowtaluk. Discovering Foods. Bennett, 1978, pp. 46-49. |
| NOTE: Portions of filmstrip(s) may be saved for 3.43b. | Foster et al. Creative Living. Maclean Hunter, 1979, pp. 342-346.<br>Kelly & Landers. Today's Teen. Bennett, 1977, pp. 315-320.<br>Kelly & Eubanks. Today's Teen. Bennett, 1981, pp. 315-320. |

| Learning Activities | Resources/Supplements |
|---|---|
| Complete Measurement and Equivalents practice sheets. Try out any equivalents you have trouble remembering. | Supplement 3.43a. Measurements and Equivalents No. 1.<br>Supplement 3.43a. Measurements and Equivalents No. 2. |
| Divide class into 2 teams to play Equals. | Supplement 3.43a. Equals. |
| Practice metric equivalents (grams to kilograms, milliliters to liters, etc.). | |
| NOTE: Do not attempt converting traditional measurements to their metric equivalents. | |
| SEE 3.43b FOR INTEGRATIONS. | |

**Bank I:** USING BASIC SKILLS **Area:** 3.0 FOODS/NUTRITION

**Concept:** 3.40 USING NUMBERS (Measuring Weights and Volumes)

**Competency:** 3.40 The learner will enhance number skills through Foods/Nutrition

**Learner Outcome/Evaluation:**

3.43b The learner will divide and double a recipe.

| Learning Activities | Resources/Supplements |
|---|---|
| View filmstrip and discuss the following questions:<br>1. Why is it important to write down the new amounts before starting to cook if you change the size of the recipe?<br>2. When would you double or half a recipe?<br>3. How do you half, double, or third a recipe? | Filmstrip: Measure Up. Maclean Hunter.<br>Filmstrip: Kitchen Measures. Interpretive Education.<br>Filmstrip: Measuring Kitchen Ingredients. Franklin Clay. |
| Read about changing recipe size and complete worksheet(s). | Kowtaluk. Discovering Food. Bennett, 1978, pp. 19-20.<br>Supplement 3.43b. How to Decrease/Increase Recipe Size.<br>Brooks. Basic Competency Skills 6. Millikin, 1977, pp. 3-4.<br>Brooks. Basic Competency Skills 7. Millikin, 1977, p. 12<br>Brooks. Basic Competency Skills 8. Millikin, 1977, p. 11. |
| Find a recipe of your choice. Double and half the ingredients using both metric and conventional measurements. | |

Bank I - Outcome 3.43b

| Learning Activities | Resources/Supplements |
|---|---|
| Experiment to find out the relation between cooking time and quantity in a microwave oven. How does the length of time more food requires to reach the boiling point on a burner of the range affect cooking time?<br>Discuss what changes in pan size, etc., you may need to make because of a change in the recipe size. | |

| Suggested Integrations with Other Home Economics Concepts | Suggested Integrations with Other Subject Matter Areas |
|---|---|
| Bank I Concept 3.12 Reading Food Labels<br>Bank I Concept 3.13 Reading Recipes<br>Bank I Concept 3.14 Reading Directions<br>Bank I Concept 3.16 Reading Charts and Graphs<br>Bank I Concept 3.22 Writing Recipes<br>Bank I Concept 3.41 Computing Calories<br>Bank I Concept 3.42 Metrics<br>Bank I Concept 3.43 Measuring Weights and Volumes<br>Bank I Concept 3.44 Computing Food Costs<br>Bank I Concept 4.11 Reading Labels<br>Bank I Concept 4.21 Writing Orders<br>Bank I Concept 4.41 Computing Unit Costs<br>Bank II Concept 3.30 Food Needs<br>Bank II Concept 4.21 To Buy or Not to Buy<br>Bank III Concept 4.42 Quality and Cost | Math. Learn the basic operations used in mathematics and apply to problems related to food measurements.<br>Science. Discuss the importance of accuracy of measurement whether it relates to a science experiment or food preparation.<br>Art. Design posters and bulletin boards to reinforce measurement concepts. |

**Bank I:** USING BASIC SKILLS **Area:** 3.0 FOODS/NUTRITION

**Concept:** 3.40 USING NUMBERS (Computing Food Costs)

**Competency:** 3.40 The learner will enhance number skills through Foods/Nutrition.

**Learner Outcome/Evaluation:**

3.44a Given a price list and a recipe, the learner will compute the cost of the recipe.

| Learning Activities | Resources/Supplements |
|---|---|
| Select a recipe and try to guess how much it would cost to prepare. Compare your guess with that of other students. What would you have to be able to do to check to see how close your guess is? | |
| Read the situation in Divide and Conquer. Compute the cost of the omelet Susan and Joe are making. | Supplement 3.44a. Divide and Conquer. |
| Brainstorm to think of other ingredients they might add to the omelet. Compute the new cost. Compare with the cost of variations by other students. | |
| Read the situation and compute the cost of One Pumpkin Pie. Why is it more expensive per pie if you only want to make one? | Supplement 3.44a. One Pumpkin Pie. |
| Select several recipes and compute the cost of making them. You should include anything that must be purchased especially for the recipe that is not used frequently. Discuss what else makes a recipe expensive besides getting items not on hand (Ex - use of more expensive ingredients, foods not in season, the form of the ingredients such as whole mile vs. non-fat dry milk). | |

Bank I - Outcome 3.44a

| Learning Activities | Resources/Supplements |
|---|---|
| Divide the recipes your class worked with into groups by type: main dishes, salads, desserts, etc. Adjust for the number of people recipes serve and divide those in each category into low, moderate, and expensive categories.<br>Make a bulletin board of pictures and recipes called Rich Days/Poor Days. Discuss why recipes you display vary in cost. | |

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SEE 3.44d FOR INTEGRATIONS.

**Bank I:** USING BASIC SKILLS **Area:** 3.0 FOODS/NUTRITION

**Concept:** 3.40 USING NUMBERS (Computing Food Costs)

**Competency:** 3.40 The learner will enhance number skills through Foods/Nutrition

**Learner Outcome/Evaluation:**

3.44b Given a restaurant menu, the learner will select foods for a meal and compute total cost.

| Learning Activities | Resources/Supplements |
|---|---|
| Collect menus from various types of restaurants. Select a meal from one of the menus and find the total cost of the meal including a drink and dessert, if they are not included. | Burns & Eddy. Using Menus. Enrich, 1979. |
| Find the price of one food item on several menus and compare the prices. Which menu has the lowest price? Which has the highest? Next find a meal that is similar on each menu and compare the prices. | |
| Look at the items on the menus and become acquainted with what foods are listed when you buy a total meal. Compare the total meal plan with buying each item seperate. | |
| Complete Dilly Deli Menu worksheet. Discuss your answers. | Supplement 3.44b Dilly Deli Menu. |
| Role play customer and waitress/waiter. Write down foods ordered and the the total price. The Dilly Deli Menu or other menus can be used. | |
| Compute the tax and tip for different meals. How might the amount of the tip differ depending on the restaurant? | Brooks. Basic Competency Skills 7. Millikin, 1977, p. 7. |

SEE 3.44d FOR INTEGRATIONS.

Bank I: USING BASIC SKILLS | Area: 3.0 FOODS/NUTRITION

Concept: 3.40 USING NUMBERS (Computing Food Costs)

Competency: 3.40 The learner will enhance number skills through Foods/Nutrition.

Learner Outcome/Evaluation:

3.44c Given a food advertisement, the learner will compute the unit price of the food.

| Learning Activities | Resources/Supplements |
|---|---|
| Observe a display with different sized containers of the same food, with the total price of each. Without taking time to figure, tell which you think would be the best buy. Discuss how you could really compare prices. | |
| Read or view a filmstrip to find out about unit pricing. Do the supermarkets in your area use unit pricing? What is the advantage of unit pricing to the shopper? | Creasy & Creasy. Exploring Foods. Prentice Hall, 1981, pp. 164-165.<br>Kowtaluk. Discovering Nutrition. Bennett, 1980, p. 149.<br>Foster et al. Creative Living. Maclean Hunter, 1979, pp. 282, 284.<br>Filmstrip: Using Arithmetic in Shopping. Interpretive Education. |
| Discuss how you can figure the unit price if the store does not display unit prices. Compute the unit price of the foods that were displayed. | |
| Bring some food ads from local supermarkets. Compute the unit price of foods on sale. Compare with the regular price of the foods. What is the savings per unit on each item? | |

Bank I - Outcome 3.44c

| Learning Activities | Resources/Supplements |
|---|---|
| Bring food packages for a classroom store. (Make up a name for your store.) Divide into two teams: salespeople and shoppers. See which team can figure the unit price quickest as the teacher holds up a package and reads the weight or volume and the price. The team with the most correct answers wins. The team loses a point for each wrong answer.<br>Check the price per serving of foods for which you have computed unit cost. You may use either weight or volume.<br>Divide a can of fruit, vegetable, or other food into portions to give the number of servings the label suggests. Divide total cost by number of servings. How much does each serving cost?<br>Divide the can of food into serving size you would want. Is it different? What would be the cost of that amount?<br>SEE 3.44d FOR INTEGRATIONS. | |

Bank I: USING BASIC SKILLS

Area: 3.0 FOODS/NUTRITION

Concept: 3.40 USING NUMBERS (Computing Food Cost)

Competency: 3.40 The learner will enhance number skills through Foods/Nutrition.

Learner Outcome/Evaluation:

3.44d Given a market order and market advertisement, the learner will compute the cost of the order.

| Learning Activities | Resources/Supplements |
|---|---|
| Draw or cut out of a magazine a picture of a food you would like for dinner and display the picture on the bulletin board. Plan a market order using 5 foods pictured on the bulletin board. Find these items in newspaper food ads and compute their cost for smallest possible amount. | |
| View (or review) filmstrip Using Arithmetic In Shopping. What do you do if you want more or less than quantity listed in ad? | Filmstrip: Using Arithmetic in Shopping. Interpretive Education. |
| Divide into buzz groups and list types of foods needed for different events such as a picnic, Sunday dinner, after school snacks, birthday party. Plan a market order for an event. Find the items in a newspaper food ad and compute the cost of the quantities needed for 4. Each group will exchange market orders and find the items in a newspaper ad. Compute the cost of the quantities needed for 2 people. | |
| Add the cost of the foods in the market order in the Supplement. Double the amounts of foods needed in the market order and compute the cost of that order. | Supplement 3.44d. Fill The Market Basket. |
| Take a field trip to compare prices at different markets. Also compare cost of different food forms. Use worksheets to make comparisons. | Brooks. Basic Competency Skills 6. Millikin, 1977, pp. 6, 10. |

Bank I - Outcome 3.44a, 3.44b, 3.44c, and 3.44d Computing Food Costs

## Suggested Integrations with Other Home Economics Concepts

| | | |
|---|---|---|
| Bank I | Concept 2.11 | Reading Schedules |
| Bank I | Concept 2.13 | Reading Directions |
| Bank I | Concept 2.16 | Reading Charts |
| Bank I | Concept 2.21 | Writing Directions |
| Bank I | Concept 3.11 | Reading Menus |
| Bank I | Concept 3.13 | Reading Recipes |
| Bank I | Concept 3.14 | Reading Directions |
| Bank I | Concept 3.16 | Reading Charts and Graphs |
| Bank I | Concept 3.17 | Reading Stories About Foods |
| Bank I | Concept 3.21 | Writing Recipes |
| Bank I | Concept 3.22 | Writing Menus |
| Bank I | Concept 3.30 | Communicating |
| Bank I | Concept 3.43 | Measuring Weights and Volumes |
| Bank I | Concept 3.52 | Perceiving Portions |
| Bank I | Concept 4.11 | Reading Labels |
| Bank I | Concept 4.12 | Reading Advertisements |
| Bank I | Concept 4.14 | Reading Stories About Consumer Experiences |
| Bank I | Concept 4.24 | Writing About Consumer Experiences |
| Bank I | Concept 4.31 | Communicating: Selling a Product |
| Bank I | Concept 4.41 | Computing Unit Cost |
| Bank I | Concept 4.42 | Making Change |
| Bank I | Concept 4.43 | Computing Total Cost |
| Bank I | Concept 5.11 | Reading Newspaper Ads |

-- continued next page

## Suggested Integrations with Other Subject Matter Areas

Social Studies. Study the cost of foods in other parts of the country (see Language Arts). Plan a trip to restaurants in the area and compare the types of food offered. Compare food ads in local papers. Compare to those of many years ago. Discuss cost of living index. Look at food sources in the community. Compare price of foods in different parts of country; for example, price of oranges in Florida and Maine.

Language Arts. Discover the different types of grocery store advertisements - large chain stores vs. independent grocers. Write to various types of restaurants for menus. Write various well known people to get favorite recipes. Write to people in other cities to obtain food costs.

Math. Study how to compute and find the total cost of foods on menu. Learn how to compute unit pricing.

Art. Design covers for restaurant menus. Do layouts of how an advertisement for food can be informative as well as attractive and eye catching. Demonstrate the use of color and types of print in ads that get attention. Display in a clever way the recipe and cost to make in different parts of the country. (Perhaps use a U.S. map).

Bank I - Outcome 3.44a, 3.44b, 3.44c, and 3.44d -- CONTINUED

| Suggested Integrations with Other Home Economics Concepts | Suggested Integrations with Other Subject Matter Areas |
|---|---|
| Bank II Concept 3.20 Why We Eat<br>Bank II Concept 3.42 Eating Out<br>Bank II Concept 4.12 Effects of Advertising<br>Bank II Concept 4.21 To Buy or Not to Buy<br>Bank III Concept 3.24 Simple Preparation<br>Bank III Concept 4.23 Responsible Shopping Behavior<br>Bank III Concept 4.41 Where to Buy<br>Bank III Concept 4.42 Quality and Cost | Science. Study the use of land and resources in the community to see if prices could be less if more products from that area were produced. |

**Bank I:** USING BASIC SKILLS **Area:** 3.0 FOODS/NUTRITION

**Concept:** 3.50 PERCEIVING (Flavors/Aroma/Texture/Appearance)

**Competency:** 3.50 The learner will enhance perceptual skills through Foods/Nutrition.

**Learner Outcome/Evaluation:**

3.51a The learner will identify foods through taste and smell.

| Learning Activities | Resources/Supplements |
|---|---|
| Discuss the bulletin board Use Your Senses. Decide what foods you think you can identify through the use of only one sense. | Supplement 3.51a. Use Your Senses. |
| Read and discuss what tongue, nose, eyes, ears, and teeth can perceive. | Creasy & Creasy. Exploring Foods. Prentice Hall, 1981, pp. 35-37. |
| Conduct the Tongue Teasers experiment. List all the foods that you can that are: sweet, sour, bitter, or salty. | Supplement 3.51a. Tongue Teasers. |
| Draw a tongue. Then read to find out what part of the tongue tastes different flavors. Label the parts on the tongue and try out foods of each type to see where you taste them. Discuss some things that make us less sensitive to certain flavors. | USDA. What's to Eat? p. 100. |
| Use food models and arrange around a giant tongue to make a bulletin board. Draw an arrow to the part of the tongue that will perceive each. | Food Models. National Dairy Council. |
| Put on a blindfold and play Your Nose Knows in which you will try to identify foods by their smell. Suggested foods include: orange, grapefruit, cucumber, peanut butter, celery. Which could you identify? | |

Bank I - Outcome 3.51a

| Learning Activities | Resources/Supplements |
|---|---|
| With the blindfold and holding your nose, try to identify other foods: onion, celery, apple, radish. What do you conclude about the relationship between sense of taste and smell?<br>Have a buzz session and list foods that make you hungry to smell them cooking. Make another list of foods you do not like to smell cooking. Discuss which of these foods you enjoy eating, particularly if you did not smell them cooking.<br>For the foods you do not like to eat because of their aroma, discuss ways that cooking odors can be reduced or concealed. Compare the flavor and taste of a "strong" vegetable such as cabbage when cooked covered for a short time vs. a longer time period.<br>SEE 3.51b FOR INTEGRATIONS. | |

Bank I: USING BASIC SKILLS Area: 3.0 FOODS/NUTRITION

Concept: 3.50 PERCEIVING (Flavors/Texture/Aroma/Appearance)

Competency: 3.50 The learner will enhance perceptual skills through Foods/Nutrition.

Learner Outcome/Evaluation:

3.51b The learner will describe the texture and appearance of foods.

| Learning Activities | Resources/Supplements |
|---|---|
| Make a bulletin board, That Looks Good Enough To Eat. Use colorful pictures of foods that have eye appeal. Discuss why you chose each food. If you had never eaten the foods, what about their appearance might make you want to try them? | |
| If some pictures include more than one food, describe how they look together? What color of background are they against? Does that have an influence? | |
| Choose several fruits and/or vegetables to prepare different ways: raw, cooked whole or in pieces, mashed or sieved. Save the water they are cooked in. Taste foods prepared in different ways. Describe the differences in texture. How does each feel to your tongue and teeth? Are there some you like prepared in only one way? Compare the liquid and the food. | |
| Prepare a display of foods that could be classified as: crisp, hard, soft, smooth, chewy, liquid, dry, etc. Taste foods from each group. Which textures do you seem to prefer? | |

Bank I - Outcome 3.51b

| Learning Activities | Resources/Supplements |
|---|---|
| Choose 2 foods with different textures that you enjoy together. Make up some new texture treats. Do you like different textures combined? Which would you prefer with soup - crackers or spoon bread? Why? What do you have against a dried out slice of bread, a soggy french fry, or a tough piece of steak? | |
| With a blindfold, taste foods with similar textures:<br>--pudding, ice cream, yogurt<br>--baking soda, flour, confectioner's sugar<br>--orange juice, lemonade, gingerale<br>How many could you identify? | |
| Determine which senses are most important in juding the flavor of several foods (Supplement 3.51b). | Supplement 3.51b. More Than Meets the Eye. |
| In groups of 4-6 students, play Food Clue game. Pin or tape a food picture to one student's back. Have other students provide a clue by describing the taste, texture, appearance or smell. After each student has provided a clue, the student with the food will guess the food name. Play continues until each group member has had an opportunity to guess at least one food. | |

Bank I - Outcome 3.51a and 3.51b    Perceiving Flavors/Aroma/Texture/Appearance

### Suggested Integrations with Other Home Economics Concepts

| | | |
|---|---|---|
| Bank I | Concept 3.53 | Perceiving Quality |
| Bank I | Concept 4.51 | Perceiving Quality |
| Bank I | Concept 6.51 | Perceiving Texture |
| Bank I | Concept 6.53 | Perceiving Color Differences |
| Bank II | Concept 3.21 | Motivation |
| Bank II | Concept 3.41 | Snacking |
| Bank II | Concept 3.42 | Eating Out |
| Bank III | Concept 3.12 | Food Forms |
| Bank III | Concept 3.24 | Simple Preparation |
| Bank III | Concept 4.42 | Quality and Cost |

### Suggested Integrations with Other Subject Matter Areas

Language Arts. List adjectives which could be used to describe food. Categorize adjectives by the senses. Write a story about a food experience using some of the adjectives listed.

Science. Study physical and chemical changes that affect food flavors, textures, and aroma.

Health. Research the organs/systems of the body used in sensory perception.

Art. Study food pictures in magazines and analyze how they are displayed to make them look appealing. Study the lighting in supermarkets as well as food packaging for additional ways business appeals to our senses.

Bank I: USING BASIC SKILLS Area: 3.0 FOODS/NUTRITION

Concept: 3.50 PERCEIVING (Perceiving Portions)

Competency: 3.50 The learner will enhance perceptual skills through Foods/Nutrition.

Learner Outcome/Evaluation:

3.52 Given examples of various sized portions, the learner will perceive average size portions.

| Learning Activities | Resources/Supplements |
|---|---|
| Review the part of the story of The Three Bears about the porridge. Why did each of the bears eat a different portion? What would have been an average portion? Do you know what an average portion of some foods is? Why might you need to be able to judge without actually measuring? | |
| Complete The Average Portion Size (Supplement 3.52). Discuss how average portion sizes are measured. | Supplement 3.52. The Average Portion Size. |
| Read and discuss Discovering Food, pages 12-13. Compare the serving sizes you eat to those of the average portion sizes. What does that mean in relation to calories? To how many servings you will get from a container? Discuss why some people eat servings larger or smaller than the average portion size. | Kowtaluk. Discovering Foods. Bennett, 1978 pp. 12-13. |
| Divide into four groups. Each group will select one of the Basic Four food groups. Using portion sized food models and pictures of food, guess the size of the portion in cups or other quantity. | Food Models. National Dairy Council. |
| Complete What Makes a Serving? (Supplement 3.52). Score responses and discuss the key points. | Supplement 3.52 What Makes a Serving? |

| Learning Activities | Resources/Supplements |
|---|---|
| Visit the school kitchen and view a demonstration of various portion size utensils.<br>Practice serving some food. Then measure to compare the quantity with what you thought you had.<br>Discuss the value of being able to recognize an average portion size: to estimate how much you have eaten of a food to compute nutrients; to estimate the amount of food needed to serve a particular number of people.<br>Bake 4 potatoes and mash 4 cooked potatoes of the same size. Compare the portion sizes. Why do people say they will "add one for the pot"?<br>Practice cutting foods prepared so that the pan determines size and shape -- round, square, or rectangle. How can you determine in advance how many servings you can get of equal size? NOTE: You may use paper cut to the desired size and shape rather than food. | |

**Bank I - Outcome 3.52 Perceiving Portions**

### Suggested Integrations with Other Home Economics Concepts

| | | |
|---|---|---|
| Bank I | Concept 3.11 | Writing Menus |
| Bank I | Concept 3.12 | Reading Food Labels |
| Bank I | Concept 3.13 | Reading Recipes |
| Bank I | Concept 3.16 | Reading Charts and Graphs |
| Bank I | Concept 3.22 | Writing Recipes |
| Bank I | Concept 3.41 | Computing Calories |
| Bank I | Concept 3.42 | Metrics |
| Bank I | Concept 3.43 | Measuring Weights and Volumes |
| Bank II | Concept 3.33 | Sources of Nutrients |
| Bank II | Concept 3.34 | Energy Needs |
| Bank II | Concept 3.35 | Daily Food Needs |
| Bank II | Concept 3.41 | Snacking |
| Bank II | Concept 3.42 | Eating Out |
| Bank III | Concept 3.12 | Food Forms |

### Suggested Integrations with Other Subject Matter Areas

Math. Given the recommended serving sizes for several foods in a school lunch menu, compute the total amount of each food needed to serve a given number of students

Science. Study mass and weight. Compare the weights of various volume measurements. Also compare the weight and volume of solid and less solid foods.

Art: Practice visualizing the amount of specific amounts.

Bank I: USING BASIC SKILLS

Area: 3.0 FOODS/NUTRITION

Concept: 3.50 PERCEIVING (Quality)

Competency: 3.50 The learner will enhance perceptual skills through Foods/Nutrition.

Learner Outcome/Evaluation:

3.53 Given food samples and a checklist, the learner will rate the quality of the food samples through use of the senses.

| Learning Activities | Resources/Supplements |
|---|---|
| Are you a food connoisseur or a human garbage disposal? Discuss what each description means. Why might people tend to be one or the other? Do you think age has anything to do with it? If so, what? | |
| Display 2 samples of the same type of food -- one of outstanding quality and the other barely edible. Use all of your senses to determine the differences between the samples. | |
| Collect food samples of varying quality. Divide into categories by type (all of the apples together, etc.). Label samples as Apple A, B, C, etc. Do the same with other foods. | |
| Establish panels of experts to examine each food sample. One panel will taste the foods. Categorize very good samples as GLAD, very poor samples as SAD. This panel should be blindfolded and hold their noses. Another blindfolded panel will smell the foods, while the third panel will look at the foods. This panel may pick up foods to check weight and firmness, but avoid smelling them. | |

Bank I - Outcome 3.53

| Learning Activities | Resources/Supplements |
|---|---|
| If time permits (and the samples last), reverse stations so that students can be on different panels. | |
| Tabulate votes on the chalkboard. Discuss how many samples were rated GLAD or SAD by all panels. How many foods were in neither category? | |
| View filmstrip and read about standards of quality for fresh fruits and vegetables. Make a chart or poster showing signs of good and poor quality. | Filmstrip: A Fresh Approach to Fruits and Vegetables. United Fresh Fruits & Veg. Assoc.<br>Kowtaluk. Discovering Food. Bennett, 1978, pp. 104-105, 116.<br>Dunn & Peeler. Living, Learning and Caring. Ginn, 1981, pp. 301-302.<br>Foster et al. Creative Living. Maclean Hunter, 1979, pp. 287-289.<br>Kelly & Landers. Today's Teen. Bennett, 1977. pp. 383-384.<br>Kelly & Eubanks. Today's Teen. Bennett, 1981, pp. 383-384.<br>Supplement 3.53. Use Your Senses for Clues to Quality. |
| Plan an experimental vegetable lab. Select one or more fresh or frozen vegetable and cook to different stages of done. Do some in the microwave. Sample and discuss appearance, taste, texture, and aroma. How does cooking affect these? | |

## Bank I - Outcome 3.53 Perceiving Quality

### Suggested Integrations with Other Home Economics Concepts

| | | |
|---|---|---|
| Bank I | Concept 3.12 | Reading Food Labels |
| Bank I | Concept 3.51 | Perceiving Flavors/Aroma/ Textures/Appearance |
| Bank I | Concept 4.51 | Perceiving Quality |
| Bank II | Concept 3.21 | Motivations |
| Bank III | Concept 3.10 | Food Supply |
| Bank III | Concept 3.24 | Simple Preparation |
| Bank III | Concept 4.42 | Quality and Cost |

### Suggested Integrations with Other Subject Matter Areas

Art. Make a poster or collage depicting the senses involved in perceiving food quality.

Language Arts. Write a story or sonnet about the delight of a particular food of outstanding quality.

Social Studies. Find out the costs of quality control in food production.

History. Read about famous people in history who had someone taste food before they ate it to see if it was safe.

## BANK I SUPPLEMENT LIST

## AREA 3.0 FOODS/NUTRITION

| No. | Title of Supplement | Page |
|---|---|---|
| 3.11a | Menu Terms and Definitions | I-fn-2 |
| 3.11a | Word Jumbles: Menu Terms | I-fn-3 |
| 3.11a | Create a Menu | I-fn-4 |
| 3.11b | The Patio Restaurant | I-fn-5 |
| 3.11b | Alligator Alley Restaurant | I-fn-6 |
| 3.12a | Label Information | I-fn-7 |
| 3.12a | Information Please | I-fn-8 |
| 3.12b | U.S. Recommended Daily Allowances | I-fn-9 |
| 3.13 | Recipe Slueth | I-fn-10 |
| 3.14 | Read Any Good Boxes Lately? | I-fn-11 |
| 3.15 | Scavenger Hunt: Tools of the Trade | I-fn-12 |
| 3.15 | Cooking Lingo | I-fn-13 |
| 3.15 | Alpha Maze | I-fn-14 |
| 3.15 | Cooko | I-fn-15 |
| 3.15 | Find a Term | I-fn-16 |
| 3.15 | What's My Nickname | I-fn-17 |
| 3.16 | Energy Supplied by Foods | I-fn-18 |
| 3.41b | Calories and Activity Level | I-fn-31 |
| 3.16 | Recommended Daily Dietary Allowances (RDA'S), 1974 | I-fn-21 |
| 3.16 | Food Energy and Percentage of U.S. RDA Needed by People | I-fn-22 |
| 3.16 | Recommended Dietary Allowances (RDA), 1979 | I-fn-23 |
| 3.21 | Writing Menus | I-fn-24 |
| 3.21 | Mad Menus | I-fn-26 |
| 3.21 | The Latest Restaurant in Town | I-fn-27 |
| 3.22 | Write it Right | I-fn-28 |
| 3.32 | Communicating Preferences | I-fn-29 |
| 3.41a | Calorie Countdown | I-fn-30 |
| 3.41b | Calories and Activity Level | I-fn-31 |
| 3.41b | Calorie and Activity Situations | I-fn-33 |
| 3.42 | Metrics Made Simple | I-fn-35 |
| 3.42 | Metric Worksheet | I-fn-36 |
| 3.43a | Measurements and Equivalents No. 1 | I-fn-37 |
| 3.43a | Measurements and Equivalents No. 2 | I-fn-38 |
| 3.43a | Equals | I-fn-39 |
| 3.43b | How to Decrease/Increase Recipe Size | I-fn-40 |
| 3.44a | Divide and Conquer | I-fn-41 |
| 3.44a | One Pumpkin Pie | I-fn-42 |
| 3.44b | Dilly Deli Menu | I-fn-43 |
| 3.44d | Fill The Market Basket | I-fn-45 |
| 3.51a | Use Your Senses | I-fn-48 |
| 3.51a | Tongue Teasers | I-fn-49 |
| 3.51b | More Than Meets the Eye | I-fn-50 |
| 3.52 | The Average Portion Size | I-fn-51 |
| 3.52 | What Makes a Serving? | I-fn-52 |
| 3.53 | Use Your Senses for Clues to Quality | I-fn-53 |

BANK I Area 3.0

Supplement 3.11a
READING MENUS
(Vocabulary list)

## MENU TERMS AND DEFINITIONS

Accompaniment -- foods that come with the main food.

À la carte -- The price for each food is listed; order items seperately.

À la mode -- with ice cream on the top or side.

Appetizer -- a food or drink to begin a meal; usually fruit or juice.

Au gratin -- Covered with buttered crumbs and cheese and browned.

Beverage -- the drink served at the meal.

Casserole -- foods cooked together in special dishes in the oven. Most often cooked in a sauce.

Combination -- two or more foods are mixed or placed together.

Complement -- something that goes together with another food because it enhances or brings out the flavor of the food.

Compote -- a mixture of fruits.

Dessert -- the food used to end the meal.

Entrée -- the main dish or main part of the meal.

Family style -- served in large dishes with family members taking their portions from the main serving bowl.

Fillet -- a piece or slice of boneless meat or fish.

Julienne -- small thin strips of meat, cheese, or vegetables.

Hash -- a mixture of small pieces of meat, potatoes, and onion cooked together in broth.

House specialty -- the main feature or attraction that makes the restaurant famous.

Omelette -- a dish made of scrambled eggs, sauteed in a skillet, and often filled with pieces of meat, cheese, or vegetables.

Reservation -- call ahead and ask the restaurant to save a table.

Sauteed -- cooked in a skillet in a small amount of butter or oil.

Substitution -- when you exchange one food for another on the menu.

To your specification -- cooked the way you tell them; how well done, for example.

Supplement 3.11a
READING MENUS
(word game)

## WORD JUMBLES: MENU TERMS

Read the clues given for terms commonly found on menus and unscramble the words. One space represents one letter in the term.

| | | |
|---|---|---|
| 1. | E R G A B V E E | what you drink with your meal. |
| 2. | T E N R E E | the main dish or food. |
| 3. | R O L S C A S E E | a combination of foods baked in a sauce |
| 4. | Z A P P E T I E R | the food that is served at the beginning of the meal. |
| 5. | T U B T I N S O T U S I | occurs when you want to exchange one food on the menu for another food. |
| 6. | L A D M A O E | a food served with ice cream on it. |
| 7. | V A R E T R F S I O N | you call and ask the restaurant to save a table for you. |
| 8. | S A H H | a combination of small pieces of meat, potatoes, onion cooked together in a broth. |
| 9. | D A U S E E T | cooked in a skillet in butter or oil. |
| 10. | R E S T S E D | a food selected as a fancy ending to the meal. |

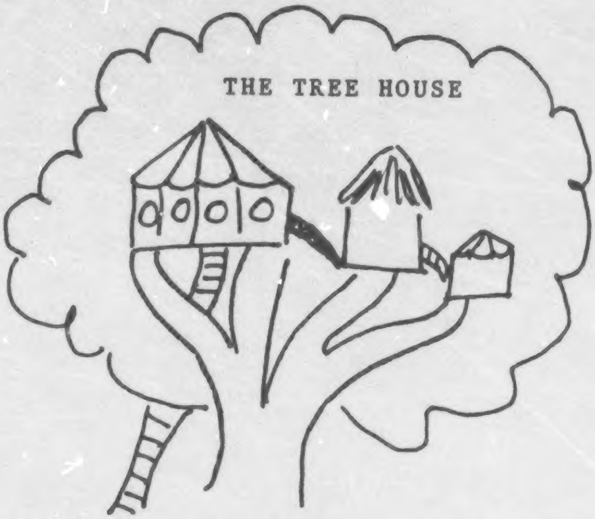
Answers:
1. Beverage
2. Entree
3. Casserole
4. Appetizer
5. Substitution
6. A la mode
7. Reservation
8. Hash
9. Sauteed
10. Dessert

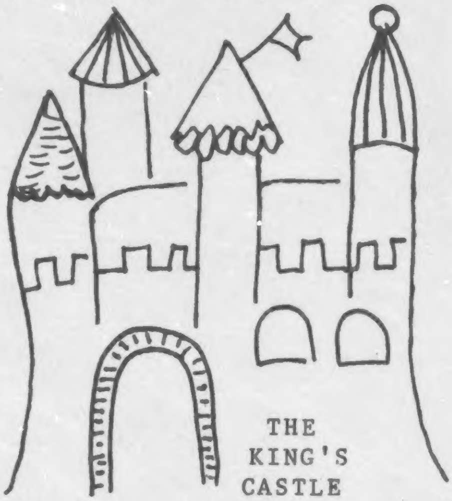
BANK I-Area 3.0

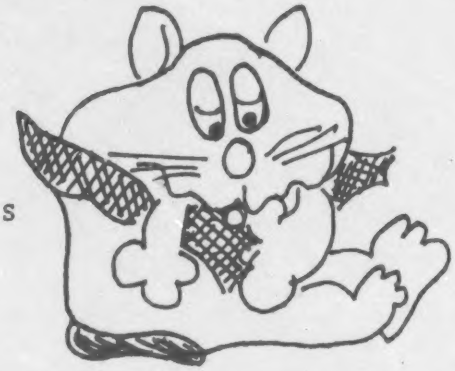
Supplement 3.11a
READING MENUS
(writing exercise)

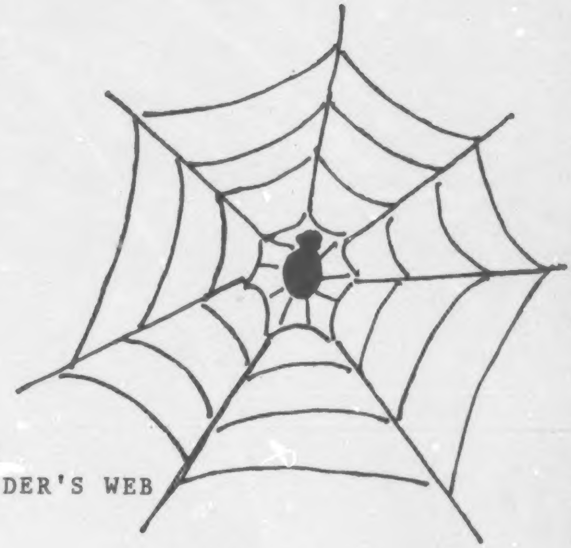
## CREATE A MENU

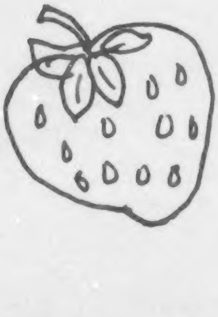
Create an à la carte menu and a dinner menu that are easy to read and understand. Use your vocabulary list and collection of menus as guides. Select foods that you think would be served from one of the restaurants suggested below. Then, enlarge the drawing, and write the menu with your selection of foods and prices.


THE TREE HOUSE


THE KING'S CASTLE

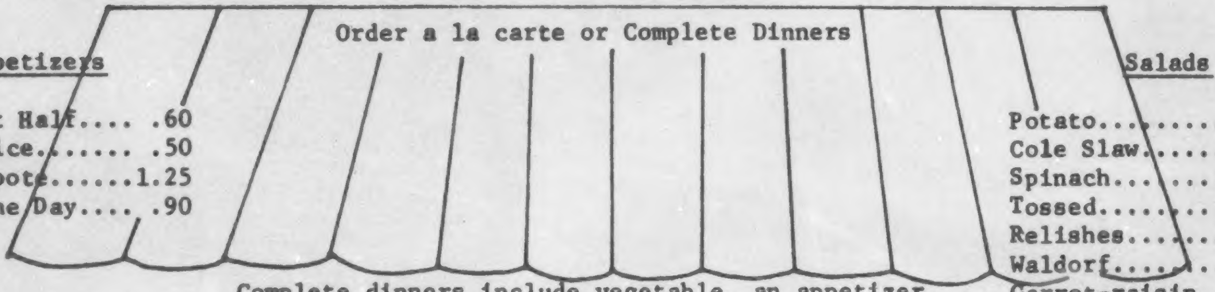

COOL CAT'S CORNER


THE SPIDER'S WEB


THE STRAWBERRY PATCH

Bank I - Area 3.0

# THE PATIO RESTAURANT



Order a la carte or Complete Dinners

## Appetizers

| Appetizers | |
|---|---|
| Grapefruit Half | .60 |
| Tomato Juice | .50 |
| Fruit Compote | 1.25 |
| Soup of the Day | .90 |

## Vegetables and Side Dishes

| Vegetables and Side Dishes | |
|---|---|
| French Fries | .60 |
| Mashed Potatoes | .40 |
| Onion Rings | .75 |
| French Fried Mushrooms | 1.25 |
| Green Beans | .60 |
| Buttered Corn | .60 |
| Peas and Carrots | .60 |

I-fn-5

## Beverages

| Beverages | |
|---|---|
| Cola | .55 |
| Tea | .50 |
| Coffee | .50 |
| Milk | .50 |

Complete dinners include vegetable, an appetizer, choice of potatoes, salad, beverage and dessert.

## ENTREES

| ENTREES | |
|---|---|
| Fried Chicken | 3.95 |
| A house specialty, large serving of juicy fried chicken batter fried to a crisp with gravy and dressing. | |
| Dinner | 4.95 |
| Fish and Chips | 3.95 |
| Deep fried fish fillets served with crisp french fries, vinegar or tartar sauce. | |
| Dinner | 4.95 |
| Spaghetti and Meatballs | 3.95 |
| Served in a casserole with rich tomato sauce and topped with cheese. Mushrooms available at no extra cost. | |
| Dinner | 4.95 |
| Hamburger Steak | 3.50 |
| An 8oz. juicy ground beef patty, wrapped in bacon and charcoal broiled to your specification. | |
| Dinner | 4.50 |
| Omelette | 2.75 |
| Three eggs whipped together with your choice of ham, onion, green pepper, mushrooms, and bacon. Complemented with grilled pineapple ring. | |
| Dinner | 3.75 |

## Salads

| Salads | |
|---|---|
| Potato | .60 |
| Cole Slaw | .55 |
| Spinach | 1.25 |
| Tossed | .80 |
| Relishes | .75 |
| Waldorf | .90 |
| Carrot-raisin | .90 |

## Desserts

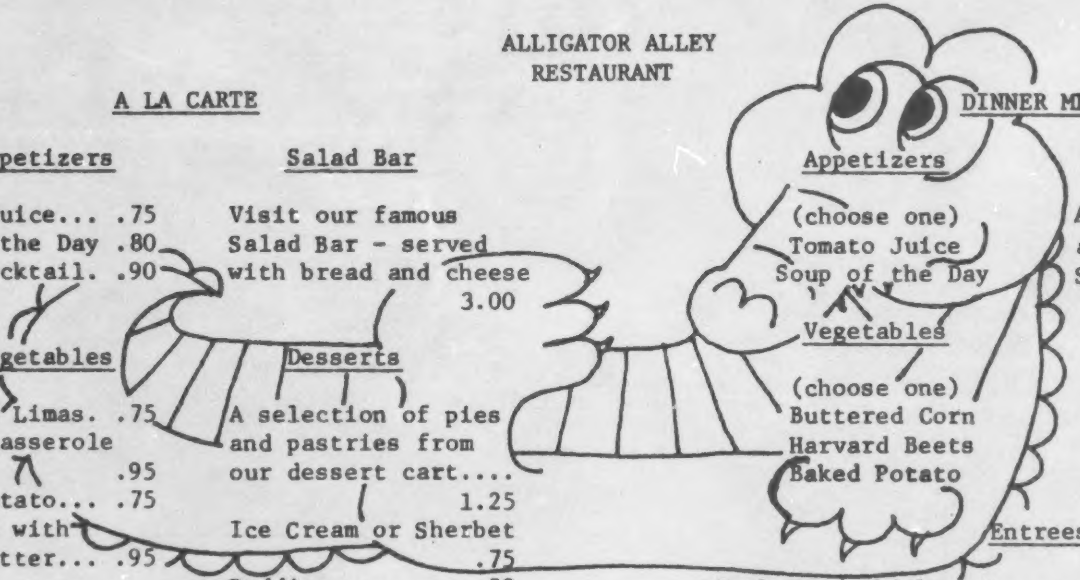
| Desserts | |
|---|---|
| Chocolate pudding | .50 |
| Cheesecake Strawberry or Blueberry Topping | .90 |
| Jello with Whipped Cream | .60 |
| Banana Cream Pie | .90 |
| Make your own Sundae | 1.25 |
| Strawberry Shortcake | .90 |

Supplement 3.11b
READING MENUS
(menu)

Bank I - Area 3.0

I-fn-6

## ALLIGATOR ALLEY
## RESTAURANT



## A LA CARTE

### Appetizers

| | |
|---|---|
| Tomato Juice... | .75 |
| Soup of the Day | .80 |
| Fruit Cocktail. | .90 |

### Salad Bar

Visit our famous Salad Bar - served with bread and cheese 3.00

### Vegetables

| | |
|---|---|
| Buttered Limas. | .75 |
| Potato Casserole | .95 |
| Baked Potato... | .75 |
| Broccoli with Lemon Butter... | .95 |

### Desserts

| | |
|---|---|
| A selection of pies and pastries from our dessert cart.... | 1.25 |
| Ice Cream or Sherbet | .75 |
| Pudding......... | .50 |

### Entrees

Served with hot bread and tossed salad.

| | |
|---|---|
| Strip Steak<br>Broiled to your specification....... | 6.80 |
| Roast Prime Rib of Beef<br>Tender beef served in juices, a house specialty.......................... | 6.95 |
| Fried Chicken Half<br>Dipped in honey batter, fried golden brown............................ | 4.25 |
| Ground Beef - Topped with mushrooms, onions, bacon........... | 4.00 |
| Spaghetti - Served with meatballs .................... | 3.25 |

## DINNER MENU

### Appetizers

(choose one)
Tomato Juice
Soup of the Day

### Daily Special

Ask your waitress about the Daily Special.

### Vegetables

(choose one)
Buttered Corn
Harvard Beets
Baked Potato

### Desserts

(choose one)
Pie
Ice Cream
Sherbet

### Entrees

| | |
|---|---|
| Barbecued Chicken..................... | 4.75 |
| Baked Pork Chop<br>Served with applesauce............. | 6.50 |
| Pot Roast with Savory Vegetables<br>A house specialty.................. | 5.50 |
| Baked Meat Loaf<br>With tomato sauce.................. | 4.00 |

Dinners include appetizer, entree, bread, vegetable, salad, beverage, and dessert.

### Beverages

Coffee, Tea, Milk

Choice of one with dinners.
A la carte............. .60

Supplement 3.11b
READING MENUS
(menu)

BANK I - Area 3.0

Supplement 3.12a
READING FOOD LABELS
(worksheet)

## LABEL INFORMATION

1. What is the legal name of the product? ______________________

2. What is the name and address of the manufacturer, the packer, or the distributor? ______________________

______________________________________________

3. What is the net weight of the contents? ______________________

4. Write a short description of the food. ______________________

______________________________________________

5. List the ingredients used in order of quantity. ______________

______________________________________________

______________________________________________

6. Is nutritional information listed on the label? ______________

7. Is there a statement concerning anything added to the product?

   Yes ________ No ________

   What was added? ______________________________

8. Is there a statement concerning any major ingredients missing from the product?

   Yes ________ No ________

   What? ______________________________________

Bank I Area 3.0

Supplement 3.12a
READING FOOD LABELS
(checklist)

## INFORMATION PLEASE

After each statement concerning labeling, place a check in the box to tell if the information is required by law or not required by law.

| | REQUIRED | NOT REQUIRED |
|---|---|---|
| A brand name or trademark (Delmonte) | | |
| Style of packing (Packed in heavy syrup) | | |
| The legal name of the product (peanut butter) | | |
| Suggestions of how to prepare and use the product (Heat 10 minutes in 350° oven; serve with rice) | | |
| The name and address of the manufacturer, packer, or distributor | | |
| A description of the food (whole, half, diced) | | |
| The name includes a statement that the major ingredient is missing in products that have several ingredients (Chili-no meat) | | |
| A picture of the product | | |
| Information about the size of the container, number of pieces, cupfuls, or servings | | |
| Net weight of the contents | | |

Supplement 3.12b
READING CHARTS AND GRAPHS
(chart)

## U.S. RECOMMENDED DAILY ALLOWANCE (U.S. RDA)

| | Adults and Children Over 4 yrs. |
|---|---|
| Protein | 65 g* |
| Vitamin A | 5,000 IU |
| Vitamin C | 60 mg |
| Thiamin | 1.5 mg |
| Riboflavin | 1.7 mg |
| Niacin | 20 mg |
| Calcium | 1.0 g |
| Iron | 18 mg |
| Vitamin D | 400 IU |
| Vitamin E | 30 IU |
| Vitamin $B_6$ | 2.0 mg |
| Folacin | 0.4 mg |
| Vitamin $B_{12}$ | 6 mcg |
| Phosphourus | 1.0 g |
| Iodine | 150 mcg |
| Magnesium | 400 mcg |
| Zinc | 15 mg |
| Copper | 2 mg |
| Biotin | 0.3 mg |
| Pantothenic acid | 10 mg |

---

*If protein efficiency ratio of protein is equal to or better than that of casein, U.S. RDA is 45g for adults and pregnant or lactating women, 20g for children under 4 years of age and 18g for infants.

# RECIPE SLEUTH

Using your detecting abilities, read the following recipe and find the answers to the questions below.

| | |
|---|---|
| Refrigerator biscuits, flaky | 9 1/2-ounce package |
| Tomato paste | 1/4 cup |
| Oregano | 1 tsp. |
| Onion, chopped | 1/4 cup |
| Canned mushrooms, chopped | 1/3 cup |
| Natural sharp Cheddar cheese, shredded | 1/2 cup |

Prehead the oven to 400° F (hot). Grease baking sheets. Pat each biscuit round into a 4-inch circle on baking sheets. Mix tomato paste and oregano. Brush on each biscuit round. Mix onion and mushrooms. Sprinkle over tomato paste mixture. Top with shredded cheese. Bake until crust is lightly browned (about 8 minutes). Makes 10 servings.

1. Will this food need to be cooked? Oven______ Top of stove______ Outdoor grill______
2. Will you need an electrical appliance? Mixer______ Blender______ Other______
3. What process do you do first after the oven and pans are prepared?

4. Tell the meaning of these words used in the recipe.

   A. Grease
   B. Preheat
   C. Chopped
   D. Shredded
   E. Sprinkle
   F. Mix

5. How many pizzas will you have? ______
6. How can you tell when the pizzas are done?

7. What will you use for the crust?

8. What temperature will the oven be? ______ When do you turn it on? ______
9. What utensils will you need to:

   A. Prepare cheese

   B. Put tomato paste and oregano on the biscuit rounds

   C. Prepare onions and mushrooms

   D. Place pizzas on for baking

Supplement 3.14
READING DIRECTIONS
(worksheet)

## READ ANY GOOD BOXES LATELY?

Examine the directions in the square from a Spanish rice mix box. Put the steps below in proper order.

### SPANISH RICE MIX

Cooking directions:

In frying pan, brown rice-vermicelli mixture in 2 tablespoons butter or margarine, until vermicelli is light brown; stir frequently while browning.

Pour slowly into browned rice mixture 2 measuring cups hot water, then stir in contents of envelope.

Add 2 cups (1 lb.) cup up canned tomatoes to rice mixture, stir and bring to a boil.

Cover pan and simmer until liquid is absorbed and rice is tender--approximately 15 minutes.

Saute 3/4 lb. ground beef seasoned with salt and pepper. Add to cooked Spanish rice mixture. Sprinkle with grated cheese if desired. Makes six 3/4 cup servings.

Put these steps for making Spanish rice in correct order.

____ Brown ground beef

____ Sprinkle with grated cheese

____ Brown rice-vermicelli mixture

____ Add tomatoes

____ Add contents of packet

____ Add ground beef to rice mixture

____ Simmer 15 minutes

____ Put butter or margarine in pan

____ Add water

____ Add salt and pepper

____ Stir while browning

____ Stir and bring to a boil

Supplement 3.15
READING TERMINOLOGY
(game)

## SCAVENGER HUNT: TOOLS OF THE TRADE

Divide into teams for the scavenger hunt. Find a piece of equipment that does each of the jobs listed below. Write the name of the equipment in the blank. Under each job listed write where you found the item. Leave the equipment where you found it until the hunt is finished.

____________________ 1. Use to sift dry ingredients.

____________________ 2. Use to pare thin skinned fruits and vegetables.

____________________ 3. Use to drain foods and wash fruits and vegetables.

____________________ 4. Use to cool cakes and cookies.

____________________ 5. Use to measure large amounts of liquids.

____________________ 6. Use to level off dry ingredients, spread frostings.

____________________ 7. Use to stir or cream mixtures, especially mixtures.

____________________ 8. Used to cut shortening into flour mixture.

____________________ 9. Use to brush melted butter or sauce on foods.

____________________ 10. Use to cut small pieces of fruits or vegetables.

____________________ 11. Use to roll pastry and cookies.

____________________ 12. Use to cut and chop food.

____________________ 13. Use to scrape contents from a bowl or fold in ingredients.

____________________ 15. Use to measure more than 1 tablespoon of dry ingredients.

Answers:

1. sifter
2. peeler
3. colander
4. cooling rack
5. liquid measuring cups
6. spatula
7. wooden spoon
8. pastry blender
9. pastry brush
10. paring knife
11. rolling pin
12. large knife
13. rubber scraper spatula
14. measuring spoon
15. dry measuring cups

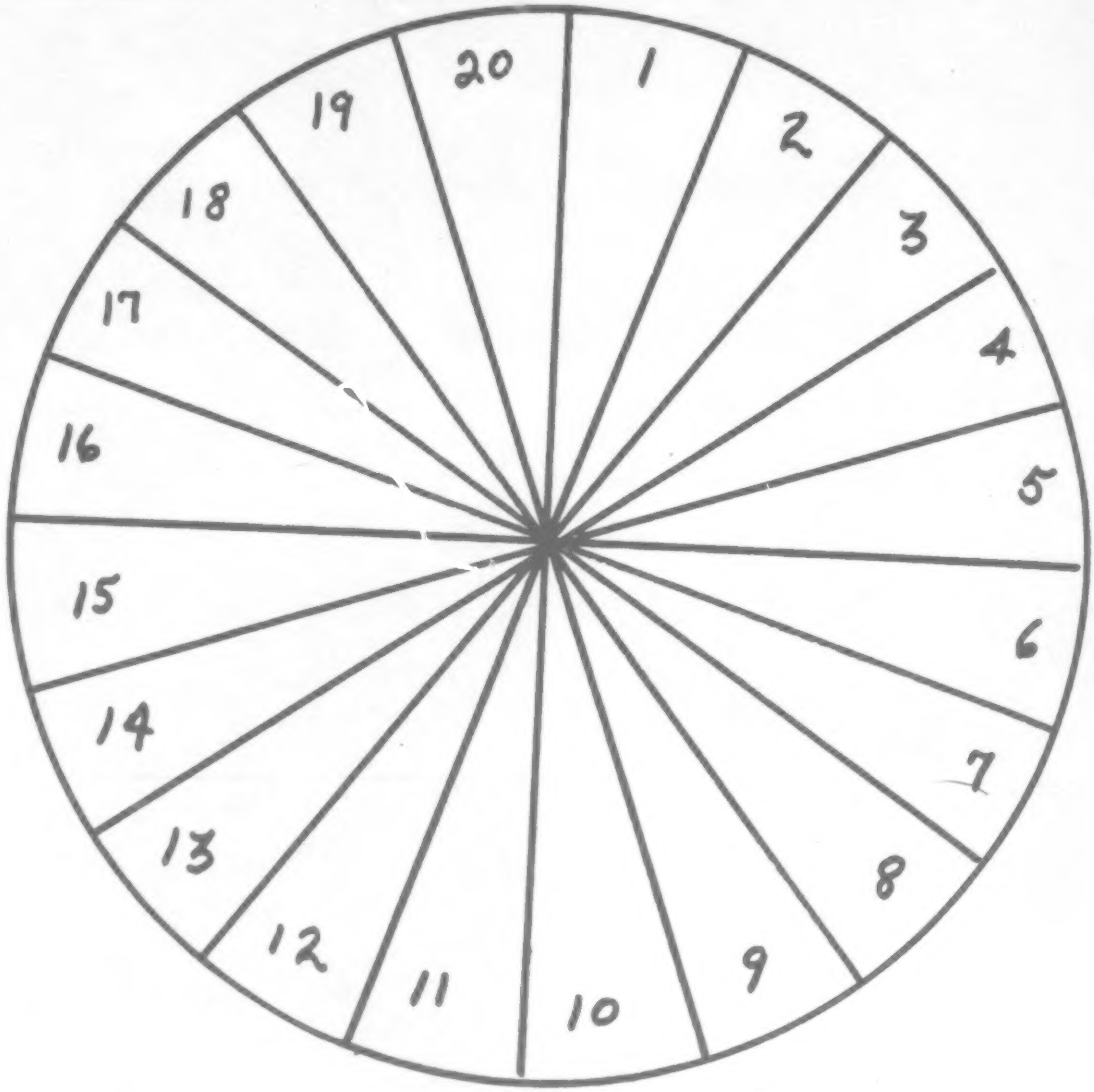
BANK I-Area 3.0

Supplement 3.15
READING TERMINOLOGY
(game)

## COOKING LINGO

Preparation: Make two wheels that are the same size. On one wheel list 20 different kitchen utensils. On the other wheel write a short explanation of one use of the utensil. Place the two wheels back to back and clamp them together.

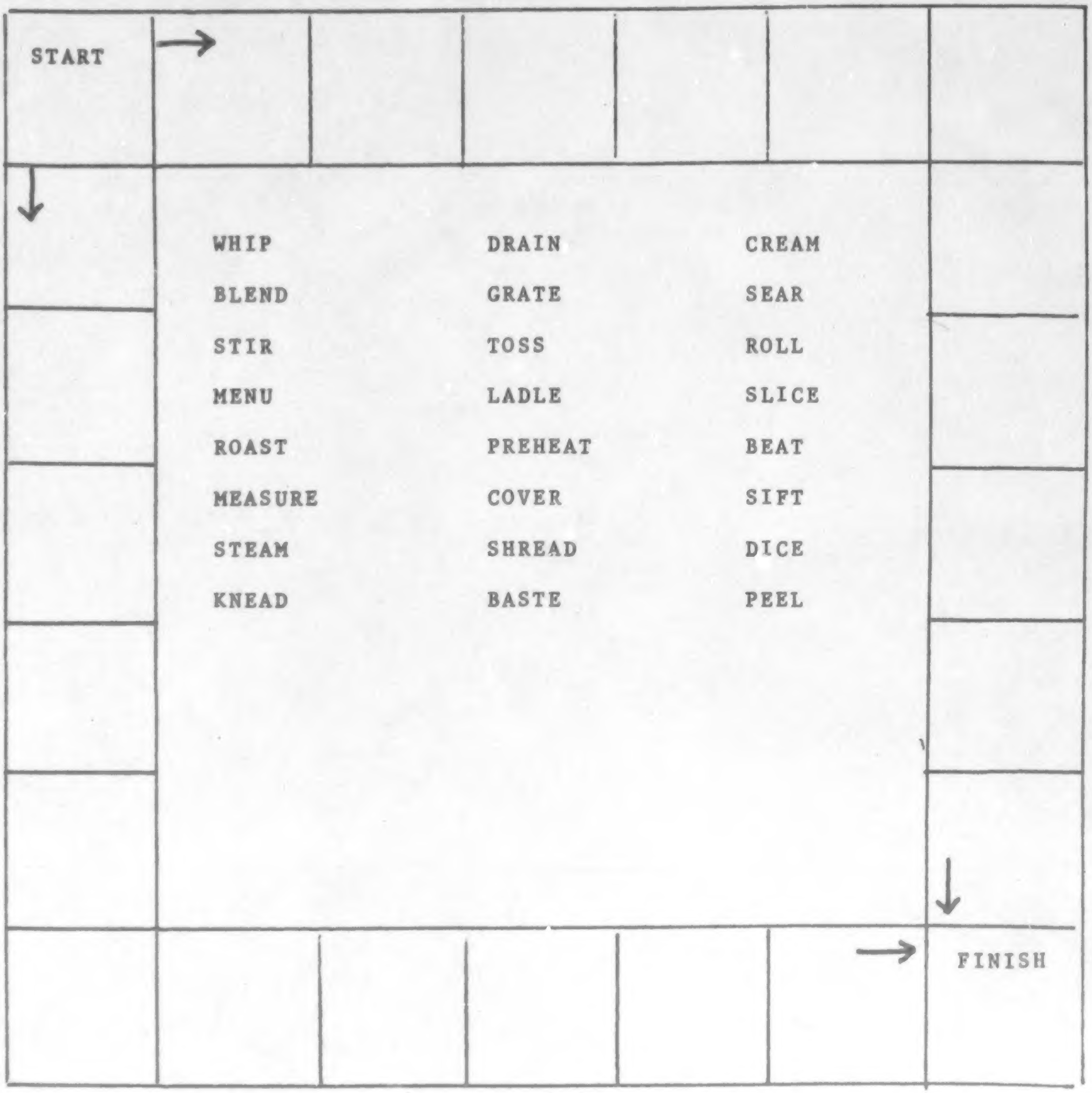
Playing Directions: Draw a wheel with 20 sections. Number each section. Then look at the description side of the big wheel. Write in your own circle the name of the utensil you think fits each description. After writing down all 20 answers, look at the other side to check your answers.



Supplement 3.15
READING TERMINOLOGY
(game)

## ALPHA MAZE

Beginning at START, place the terms in alphabetical order, working in both directions.



WHIP
BLEND
STIR
MENU
ROAST
MEASURE
STEAM
KNEAD

DRAIN
GRATE
TOSS
LADLE
PREHEAT
COVER
SHREAD
BASTE

CREAM
SEAR
ROLL
SLICE
BEAT
SIFT
DICE
PEEL

BANK I-Area 3.0

Supplement 3.15
READING TERMINOLOGY
(game)

# COOKO

Directions: Give each student a COOKO form like the one below (or let students make their own cards). Each student will also list a cooking term with its definition on a note card to turn in. You will need 24 different terms, so some students may write more than one term if needed.

Read the terms aloud and let each student fill in his or her own COOKO card. Tell students to try to make different arrangements of terms on the cards.

Shuffle the note cards before each game. For the first game or so you may wish to read both the terms and definitions. Students will cover squares with a chip or button as terms are called. Proceed as with BINGO. After a game or so, read only the definition so that players must know the correct term.

| C | O | O | K | O |
|---|---|---|---|---|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  | C<br>O<br>C O O K O<br>K<br>O |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

BANK I - Area 3.0

Supplement 3.15
READING TERMINOLOGY
(word game)

## FIND A TERM

Find the following cooking terms in the maze below. Tell what each is.

BAKE
BARBECUE
BOIL
BROIL
FRY
PANFRY

POACH
ROAST
SCALD
SIMMER
STEAM
STEW

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| B | A | K | E | O | P | S | C | A | L | D |
| O | F | O | A | L | C | F | T | O | I | T |
| L | B | R | O | A | S | T | S | E | S | B |
| R | R | M | Y | O | A | L | Y | O | A | L |
| P | O | A | C | H | S | C | C | R | O | M |
| A | I | S | L | I | S | L | B | O | I | L |
| N | L | A | M | L | C | E | C | D | O | A |
| F | F | M | L | C | Q | S | T | E | W | C |
| R | A | X | C | U | U | W | L | O | I | C |
| Y | A | Y | E | O | R | E | M | M | I | S |

BANK I - Area 3.0

Supplement 3.15
READING TERMINOLOGY
(work sheet)

## WHAT'S MY NICKNAME?

We often give people nicknames that are shorter forms of their real name--Don for Donald, Dot for Dorothy. We often shorten the names of units of measurement when we write them, even though they are still pronounced the same.

Write in the blank what each of the abbreviations below stands for. Check the list at the right if you need clues.

1. pt. ____________________
2. qt. ____________________
3. c. ____________________
4. sq. ____________________
5. hr. ____________________
6. oz. ____________________
7. min. ____________________
8. lb. ____________________
9. t. ____________________
10. T. ____________________
11. pkg. ____________________
12. doz. ____________________

pound
pint
teaspoon
tablespoon
quart
cup
ounce
dozen
package
square
minute
hour

Can you think of how each term and abbreviation might be used in a recipe?

## ENERGY SUPPLIED BY FOOD

**Milk Foods**

| FOOD | SERVING SIZE | CAL. |
|---|---|---|
| Cheese, American | 1 oz. | 104 |
| Cheese, Cheddar | 1 oz. | 111 |
| Cheese, Cottage | 1 oz. | 121 |
| Cheese, Swiss | 1 oz. | 111 |
| Cream, Sour | 1 Tbsp. | 32 |
| Cream, Whipped | 1 Tbsp. | 28 |
| Ice Cream, Vanilla | 1/6 qt. | 186 |
| Milk, Whole | 1 cup | 159 |
| Milk, Lowfat (2%) | 1 cup | 145 |
| Milk, Skim | 1 cup | 89 |
| Yogurt, Lowfat Plain | 1 cup | 89 |

**Breads - Cereals**

| FOOD | SERVING SIZE | CAL. |
|---|---|---|
| Bagel | 1 | 124 |
| Biscuit | 1 | 114 |
| Bread, White | 1 slice | 62 |
| Bun, Hot Dog, or Hamburger | 1 | 124 |
| Cornbread | 1 sq. | 83 |
| Cornflakes | 1 cup | 108 |
| Crackers, Graham | 1 | 54 |
| Crackers, Saltines | 2 | 26 |
| Grits, Hominy | 1/2 cup | 71 |
| Noodles, Egg | 1/2 cup | 100 |
| Oatmeal | 1/2 cup | 66 |
| Pancake | 2 average | 202 |
| Rice | 1/2 cup | 82 |
| Roll, Hard | 1 | 114 |
| Tortilla, Corn | 1 | 63 |
| Waffles | 1 | 202 |

**Protein Foods**

| FOOD | SERVING SIZE | CAL. |
|---|---|---|
| Bologna | 1 slice | 85 |
| Beans, Pork and | 1/2 cup | 152 |
| Beef, Ground | 3 oz. | 243 |
| Beef, Liver | 3 oz. | 195 |
| Beef Roast | 3 oz. | 222 |
| Beef & Veg. Stew | 1 cup | 212 |
| Chicken, Fried | 3 oz. | 212 |
| Chile Con Carne | 1 cup | 298 |
| Egg, Hard Cooked | 1 | 90 |
| Egg, Scrambled | 2 | 242 |
| Fish, Fried | 3.5 oz. | 165 |
| Ham, Baked | 3 oz. | 154 |
| Hot Dog | 1 (2 oz.) | 137 |
| Peanut Butter | 2 Tbsp. | 163 |
| Peanuts, Salted | 1 Tbsp. | 85 |
| Peas, Blackeye | 1/2 cup | 92 |
| Pork Chop | 3 oz. | 317 |
| Pork Sausage | 2 links | 190 |
| Pizza, Cheese | 2 slices | 490 |
| Spaghetti, Meatball | 1 cup | 295 |
| Soup, Chicken Noodle | 1 cup | 51 |
| Soup, Tomato | 1 cup | 71 |
| Tuna | 1/3 can, 2 oz. | 118 |

| FOOD | SERVING SIZE | CAL. |
|---|---|---|
| **Vegetables** | | |
| Asparagus | 1/2 cup | 14 |
| Beans, Green | 1/2 cup | 16 |
| Beans, Lima | 1/2 cup | 75 |
| Beans, Sprouts | 1/2 cup | 16 |
| Beets | 1/2 cup | 30 |
| Broccoli | 1/2 cup | 16 |
| Brussel Sprouts | 1/2 cup | 12 |
| Cabbage, Raw | 1/2 cup | 10 |
| Carrots, Cooked | 1/2 cup | 24 |
| Carrot, Raw | 1 small | 21 |
| Cauliflower | 1/2 cup | 12 |
| Celery | 1 stalk | 4 |
| Corn | 1/2 cup | 71 |
| Corn on the Cob | 1 sm. ear | 71 |
| Cucumbers | 1/4 med. | 4 |
| Greens, Mustard | 1/2 cup | 23 |
| Green Papper | 1 large | 11 |
| Lettuce | 1/4 head | 5 |
| Mushrooms, Raw | 10 small<br>4 large | 17 |
| Okra | 1/2 cup | 14 |
| Onions | 1/4 cup | 13 |
| Peas, Green | 1/2 cup | 58 |
| Potato, Baked | 1 med. | 93 |
| Potatoes, French Fried | 10 pcs. | 137 |
| Potatoes, Mashed | 1/2 cup | 94 |
| Sweet Potatoes | 1/4 cup | 114 |
| Radishes | 10 small | 4 |
| Squash, Summer | 1/2 cup | 14 |
| Squash, Winter | 1/2 cup | 24 |
| Tomato, Raw | 1/4 med. | 8 |
| Tomato, Juice | 1/2 cup | 21 |

| FOOD | SERVING SIZE | CAL. |
|---|---|---|
| **Fruits** | | |
| Apple | 1 med. | 87 |
| Apple Juice | 1/2 cup | 56 |
| Applesauce | 1/2 cup | 118 |
| Apricots, Canned | 1/2 cup | 98 |
| Banana | 1 med. | 127 |
| Cantaloups | 1/4 | 30 |
| Cherries, Raw | 15 large | 46 |
| Fruit Cocktail | 1/2 cup | 98 |
| Grapefruit | 1/2 med. | 41 |
| Grapes, Fresh | 22 med. | 46 |
| Grape Juice | 1/2 cup | 56 |
| Orange | 1 med. | 73 |
| Orange Juice, Frozen | 1/2 cup | 54 |
| Peaches, Canned | 1/2 cup | 98 |
| Pear, Raw | 1/2 | 46 |
| Pineapple, Canned | 1/2 cup | 103 |
| Plums, Purple | 2 med. | 118 |
| Raisins | 2 Tbsp. | 81 |
| Strawberries, Fresh | 10 large | 49 |
| Watermelon | 1/2 cup | 46 |

| FOOD | SERVING SIZE | CAL. |
|---|---|---|
| **Extras** | | |
| Beer | 12 oz. | 151 |
| Butter | 1 tsp. | 36 |
| Cake | 1 piece | 209 |
| Cake, Sponge | 1 piece | 117 |
| Chocolate Bar | 1 oz. | 146 |
| Chocolate Syrup | 2 Tbsp. | 146 |
| Cookie, Sugar | 2 med. | 192 |
| Doughnut | 1 | 117 |
| French Dressing | 1 Tbsp. | 65 |
| Gelatin Dessert | 1/2 cup | 47 |
| Honey | 1 Tbsp. | 64 |
| Jam/Jelly | 1 Tbsp. | 55 |
| Mayonnaise | 1 Tbsp. | 108 |
| Oil, Corn | 1 Tbsp. | 133 |
| Pie, Apple | 1/6 pie | 243 |
| Popcorn, Popped | 1-1/2 cup | 81 |
| Potato Chips/ Corn Chips | 1 oz.<br>15 chips | 170 |
| Pudding, Chocolate | 1/2 cup | 161 |
| Roll, Danish | 1 small | 241 |
| Sherbet | 1/6 qt. | 130 |
| Soft Drink, Cola | 12 oz. | 132 |
| Soft Drink, Non-cola | 12 oz. | 105 |
| Sugar | 1 tsp. | 19 |
| Syrup | 1 Tbsp | 58 |

## RECOMMENDED DAILY DIETARY ALLOWANCES (RDA'S)[1] 1974

(Designed for the maintenance of good nutrition of practically all healthy persons in the United States.)

| | Persons | | | | | | Food energy | Protein | Minerals | | | Vitamin A | Thiamin | Riboflavin | Niacin | Ascorbic acid |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Sex-age category | Age | | Weight | | Height | | | | Calcium | Phosphorus | Iron | | | | | |
| | Years From | Years To | Kilograms | Pounds | Centimeters | Inches | Calories | Grams | Milligrams | Milligrams | Milligrams | International units | Milligrams | Milligrams | Milligrams | Milligrams |
| Infants . . . | 0 | 0.5 | 6 | 14 | 60 | 24 | kg x 117<br>lb x 53.2 | kg x 2.2<br>lb x 1.0 | 360 | 240 | 10 | 1,400 | 0.3 | 0.4 | 5 | 35 |
| | 0.5 | 1 | 9 | 20 | 71 | 28 | kg x 108<br>lb x 49.1 | kg x 2.0<br>lb x 0.9 | 540 | 400 | 15 | 2,000 | .5 | .6 | 8 | 35 |
| Children . . | 1 | 3 | 13 | 28 | 86 | 34 | 1,300 | 23 | 800 | 800 | 15 | 2,000 | .7 | .8 | 9 | 40 |
| | 4 | 6 | 20 | 44 | 110 | 44 | 1,800 | 30 | 800 | 800 | 10 | 2,500 | .9 | 1.1 | 12 | 40 |
| | 7 | 10 | 30 | 66 | 135 | 54 | 2,400 | 36 | 800 | 800 | 10 | 3,300 | 1.2 | 1.2 | 16 | 40 |
| Males . . . . . | 11 | 14 | 44 | 97 | 158 | 63 | 2,800 | 44 | 1,200 | 1,200 | 18 | 5,000 | 1.4 | 1.5 | 18 | 45 |
| | 15 | 18 | 61 | 134 | 172 | 69 | 3,000 | 54 | 1,200 | 1,200 | 18 | 5,000 | 1.5 | 1.8 | 20 | 45 |
| | 19 | 22 | 67 | 147 | 172 | 69 | 3,000 | 54 | 800 | 800 | 10 | 5,000 | 1.5 | 1.8 | 20 | 45 |
| | 23 | 50 | 70 | 154 | 172 | 69 | 2,700 | 56 | 800 | 800 | 10 | 5,000 | 1.4 | 1.6 | 18 | 45 |
| | 51+ | | 70 | 154 | 172 | 69 | 2,400 | 56 | 800 | 800 | 10 | 5,000 | 1.2 | 1.5 | 16 | 45 |
| Females . . . | 11 | 14 | 44 | 97 | 155 | 62 | 2,400 | 44 | 1,200 | 1,200 | 18 | 4,000 | 1.2 | 1.3 | 16 | 45 |
| | 15 | 18 | 54 | 119 | 162 | 65 | 2,100 | 48 | 1,200 | 1,200 | 18 | 4,000 | 1.1 | 1.4 | 14 | 45 |
| | 19 | 22 | 58 | 128 | 162 | 65 | 2,100 | 46 | 800 | 800 | 18 | 4,000 | 1.1 | 1.4 | 14 | 45 |
| | 23 | 50 | 58 | 128 | 162 | 65 | 2,000 | 46 | 800 | 800 | 18 | 4,000 | 1.0 | 1.2 | 13 | 45 |
| | 51+ | | 58 | 128 | 162 | 65 | 1,800 | 46 | 800 | 800 | 10 | 4,000 | 1.0 | 1.2 | 12 | 45 |
| Pregnant . | | | | | | | +300 | +30 | 1,200 | 1,200 | [2]+18 | 5,000 | + .3 | + .3 | +2 | 60 |
| Lactating | | | | | | | +500 | +20 | 1,200 | 1,200 | 18 | 6,000 | + .3 | + .5 | +4 | 80 |

## FOOD ENERGY AND PERCENTAGE OF U.S. RDA NEEDED BY PEOPLE

| Age | Food energy[1] | Protein[2] | Vitamin A | Vitamin C | Thiamin | Riboflavin | Niacin[3] | Calcium | Iron |
|---|---|---|---|---|---|---|---|---|---|
| *Years* | *Calories* | *Percent of U.S. Recommended Daily Allowance* | | | | | | | |
| **Child:** | | | | | | | | | |
| 1–3 | 1300 | 35 | 40 | 70 | 50 | 50 | 30 | 80 | 85 |
| 4–6 | 1800 | 50 | 50 | 70 | 60 | 65 | 35 | 80 | 60 |
| 7–10 | 2400 | 55 | 70 | 70 | 80 | 75 | 50 | 80 | 60 |
| **Male:** | | | | | | | | | |
| 11–14 | 2800 | 70 | 100 | 75 | 95 | 90 | 55 | 120 | 100 |
| 15–18 | 3000 | 85 | 100 | 75 | 100 | 110 | 55 | 120 | 100 |
| 19–22 | 3000 | 85 | 100 | 75 | 100 | 110 | 60 | 80 | 60 |
| 23–50 | 2700 | 90 | 100 | 75 | 95 | 95 | 45 | 80 | 60 |
| 51+ | 2400 | 90 | 100 | 75 | 80 | 90 | 35 | 80 | 60 |
| **Female:** | | | | | | | | | |
| 11–14 | 2400 | 70 | 80 | 75 | 80 | 80 | 45 | 120 | 100 |
| 15–18 | 2100 | 75 | 80 | 75 | 75 | 85 | 30 | 120 | 100 |
| 19–22 | 2100 | 75 | 80 | 75 | 75 | 85 | 35 | 80 | 100 |
| 23–50 | 2000 | 75 | 80 | 75 | 70 | 75 | 30 | 80 | 100 |
| 51+ | 1800 | 75 | 80 | 75 | 70 | 65 | 25 | 80 | 60 |
| Pregnant | +300[4] | +50[4] | 100 | 100 | +20[4] | +20[4] | 35 | 120 | 100+ |
| Nursing | +500[4] | +35[4] | 120 | 135 | +20[4] | +30[4] | 35 | 120 | 100 |

[1] Calorie needs differ depending on body composition and size, age, and activity of the person.

[2] U.S. RDA of 65 grams is used for this table. In labeling, a U.S. RDA of 45 grams is used for foods providing high-quality protein, such as milk, meat, and eggs.

[3] The percentage of the U.S. RDA shown for niacin will provide the RDA for niacin if the RDA for protein is met. Some niacin is derived in the body from tryptophan, an amino acid present in protein.

[4] To be added to the percentage for the girl or woman of the appropriate age.

Source: U.S. Recommended Daily Allowance, "Food Labeling," Federal Register, vol. 38, no. 49, part II, March 14, 1973. Recommended Dietary Allowances, 8th ed. 1974, National Academy of Sciences, National Research Council.

Supplement 3.16
READING CHARTS AND GRAPHS
(chart)

Supplement 3.16
READING CHARTS AND GRAPHS
(chart)

## RECOMMENDED DIETARY ALLOWANCES (RDA) 1979

| AGE years | WT. lbs. | HT. in. | ENERGY kcal | PROTEIN grams | Vit. A IU | Vit. D IU | Vit. E IU | Ascorbic Acid mg. | Folacin ug. | Niacin mg. | Riboflavin mg. | Thiamin mg. | Vit. $B_6$ mg. | Vit. $B_{12}$ ug. | Calcium mg. | Phosphorus mg. | Iodine ug. | Iron mg. | Magnesium mg. | Zinc mg. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Infants** | | | | | | | | | | | | | | | | | | | | |
| 0-.5 | 13 | 24 | kgx115 | kgx2.2 | 1400 | 400 | 3 | 35 | 30 | 6 | 0.4 | 0.3 | 0.3 | 0.5 | 360 | 240 | 40 | 10 | 50 | 3 |
| .5-1 | 20 | 28 | kgx105 | kgx2.0 | 2000 | 400 | 4 | 35 | 45 | 8 | 0.6 | 0.5 | 0.6 | 1.5 | 540 | 360 | 50 | 15 | 70 | 5 |
| **Children** | | | | | | | | | | | | | | | | | | | | |
| 1-3 | 29 | 35 | 1300 | 23 | 2000 | 400 | 5 | 45 | 100 | 9 | 0.8 | 0.7 | 0.9 | 2.0 | 800 | 800 | 70 | 15 | 150 | 10 |
| 4-6 | 44 | 44 | 1700 | 30 | 2500 | 400 | 6 | 45 | 200 | 11 | 1.0 | 0.9 | 1.3 | 2.5 | 800 | 800 | 90 | 10 | 200 | 10 |
| 7-10 | 62 | 5 | 2400 | 34 | 3300 | 400 | 7 | 45 | 300 | 16 | 1.4 | 1.2 | 1.6 | 3.0 | 800 | 800 | 120 | 10 | 250 | 10 |
| **Males** | | | | | | | | | | | | | | | | | | | | |
| 11-14 | 99 | 62 | 2700 | 45 | 5000 | 400 | 8 | 50 | 400 | 18 | 1.6 | 1.4 | 1.8 | 3.0 | 1200 | 1200 | 150 | 18 | 350 | 15 |
| 15-18 | 145 | 69 | 2800 | 56 | 5000 | 400 | 10 | 60 | 400 | 18 | 1.7 | 1.4 | 2.0 | 3.0 | 1200 | 1200 | 150 | 18 | 400 | 15 |
| 19-22 | 154 | 70 | 2900 | 56 | 5000 | 300 | 10 | 60 | 400 | 19 | 1.7 | 1.5 | 2.2 | 3.0 | 800 | 800 | 150 | 10 | 350 | 15 |
| 23-50 | 154 | 70 | 2700 | 56 | 5000 | 200 | 10 | 60 | 400 | 18 | 1.6 | 1.4 | 2.2 | 3.0 | 800 | 800 | 150 | 10 | 350 | 15 |
| 51+ | 154 | 70 | 2400 | 56 | 5000 | 200 | 10 | 60 | 400 | 16 | 1.4 | 1.2 | 2.2 | 3.0 | 800 | 800 | 150 | 10 | 350 | 15 |
| **Females** | | | | | | | | | | | | | | | | | | | | |
| 11-14 | 101 | 62 | 2200 | 46 | 4000 | 400 | 8 | 50 | 400 | 15 | 1.3 | 1.1 | 1.8 | 3.0 | 1200 | 1200 | 150 | 18 | 300 | 15 |
| 15-18 | 120 | 64 | 2100 | 46 | 4000 | 400 | 8 | 60 | 400 | 14 | 1.3 | 1.1 | 2.0 | 3.0 | 1200 | 1200 | 150 | 18 | 300 | 15 |
| 19-22 | 120 | 64 | 2100 | 44 | 4000 | 300 | 8 | 60 | 400 | 14 | 1.3 | 1.1 | 2.0 | 3.0 | 800 | 800 | 150 | 18 | 300 | 15 |
| 23-50 | 120 | 64 | 2000 | 44 | 4000 | 200 | 8 | 60 | 400 | 13 | 1.2 | 1.0 | 2.0 | 3.0 | 800 | 800 | 150 | 18 | 300 | 15 |
| 51+ | 120 | 64 | 1800 | 44 | 4000 | 200 | 8 | 60 | 400 | 13 | 1.2 | 1.0 | 2.0 | 3.0 | 800 | 800 | 150 | 10 | 300 | 15 |
| **Pregnant** | | | +300 | +30 | +1000 | +200 | +2 | +20 | +400 | +2 | +0.3 | +0.4 | +0.6 | +1.0 | +400 | +400 | +25 | +30 | +150 | +5 |
| **Lactating** | | | +500 | +20 | +2000 | +200 | +3 | +40 | +100 | +5 | +0.5 | +0.5 | +0.5 | +1.0 | +400 | +400 | +50 | +30 | +150 | +10 |

These allowances are intended to provide for individual variations among most normal, healthy people in the United States under usual environmental stresses. Revised 1979.

## WRITING MENUS

A menu is a list of foods to be served at a particular meal. There are several guidelines to follow in writing a menu correctly. Follow these guidelines to write a neat, attractive menu that is easy to read.

1. Every work is capitalized except on, over, in, with, or other words not usually capitalized in titles.

2. The kind of food or method of preparation is written if it is needed. (Example: Deviled Eggs, Scalloped Potatoes).

3. The number of servings per person of each food is never listed.

4. Foods are listed in the order in which they are served. The order shown below is usually right.

| Lunch or Dinner | Breakfast |
|---|---|
| Appetizer | Fruit or Juice |
| Meat or Main Dish | Main Food |
| Vegetables (Potatoes listed first when served) | Bread |
| Salad and/or Relishes | Beverage |
| Bread | |
| Dessert | |
| Beverage | |

5. Foods that are eaten together may be written together or on separate lines like these examples:

| | |
|---|---|
| Mashed Potatoes | Gravy |
| Tossed Salad | French Dressing |
| Muffins | Butter |

Creamed Beef on Biscuits

or

Mashed Potatoes
and Gravy
Tossed Salad
eith
French Dressing
Muffins
with
Butter
Creamed Beef
on
Biscuits

6. There are two basic styles of menu writing:

| Straight Style | Indented Style |
|---|---|
| Meat Loaf with Ruby Glaze | Meat Loaf with Ruby Glaze |
| Scalloped Potatoes | Scalloped Potatoes |
| Green Beans | Green Beans |
| Rolls | Rolls |
| Chocolate Cream Pie | Chocolate Cream Pie |
| Milk | Milk |

Each line of the straight style begins in the same spot on the left margin.

Each line of the indented style is equally divided on each side of an imaginary line of the center.

---

Adapted from "Menu Writing Guides," Home Economics Curriculum Grades 7-8-9. Appleton Area School District, Appleton, Wisconsin, 1978.

Bank I - Area 3.0

# MAD MENUS

Write menus, using straight style and indented style for the foods in the following meals. Be sure to follow all the guidelines for writing menus.

| | Straight Style | Indented Style |
|---|---|---|
| applesauce cake, cauliflower with cheese sauce, steak, milk, gelatin salad | | |
| green bean casserole, fried chicken, apple pie, milk, carrot-raisin salad, whole wheat bread | | |
| pancakes, bacon, milk, peach nectar, maple syrup, butter | | |
| grilled ham and cheese sandwich, chocolate milk, fruit salad, sugar cookie | | |
| baked ham with raisin sauce, candied yams, milk, garden salad, rolls, apple crisp | | |

I-fn-26

Supplement 3.21
WRITING MENUS
(worksheet)

Supplement 3.21
WRITING MENUS
(creative writing lesson)

## THE LATEST RESTAURANT IN TOWN

Use one of the following restaurant names. Decide what foods would be available and write your best sample menu that may be used for advertising. Use either indented or straight style.

**THE DOG HOUSE**

**THE CASTLE**

**THE GOVERNOR'S PALACE**

**SUNNY DAY INN**

## WRITE IT RIGHT

**Directions:** Print a recipe on large paper for a bulletin board. Print each of the following on a separate strip of colored paper. Have students place the strips around the recipe in appropriate spots to illustrate the idea. Add arrowheads out of the same color of paper so that strips point more definitely to the example.

---

1. Kinds of ingredients
2. Exact amounts of ingredients
3. Ingredients listed in the order to be used.
4. Step-by-step instructions for preparing.
5. Type and size of pan.
6. Temperature needed in preparation. (simmer or chill)
7. Method of preparation. (bake, broil, fry, etc.)
8. Length of time to cook.
9. The number of servings or yield.

# COMMUNICATING PREFERENCES

1. You are allergic to foods containing chocolate. Your friend's birthday cake is chocolate.

2. You are having dinner with a friend's family. The main dish is chicken. You do not like chicken very well.

3. You have been trying to loose a few pounds. Your aunt insists that you eat some of her pecan pie.

4. You go to the pizza shop with firends. The group decides to order pizza with mushrooms. You do not like mushrooms.

5. Your mother has made sandwiches for lunch. All the sandwiches have lettuce and mayonnaise. That's OK, but you prefer mustard and pickles.

6. You are spending the night with a friend. You ate dinner at home so you're really not hungry. When you arrive, you find that the guests were also invited for dinner.

7. You're taking a cold and haven't felt very hungry today. When you arrive home from school, you find your mother has planned to make your favorite meal.

8. Your friend has been learning to cook. He wants you to try a new dish made with eggplant. You have never tasted eggplant and don't think it looks very good.

9. You are a vegetarian. You have gone to a restaurant with your friend's family. The meals on the menu all contain food from animal sources.

10. Because you are a diabetic you must eat on a regular schedule and limit the amount of simple carbohydrate foods you eat. You are attending a class picnic. Lunch is not ready, but is time for you to eat. One of the mothers offers you some cookies.

11. You are in the cafeteria. Lunch includes mashed potatoes with gravy. You like potatoes without gravy.

12. Your friend's father asks what kind of sandwich you want. You really prefer the ham but hate to say so.

Supplement 3.41a
COMPUTING CALORIES
(worksheet)

# CALORIE COUNTDOWN

Directions: On the form below summarize the approximate number of calories in your diet for one week. Refer to a calorie chart for the number of caloties in the food that you eat each day. NOTE: You will need to list the foods and the amounts eaten each day before you look up the number of calories.

| Monday | Calories | Tuesday | Calories | Wednesday | Calories |
|---|---|---|---|---|---|
| Breakfast | ______ | Breakfast | ______ | Breakfast | ______ |
| Lunch | ______ | Lunch | ______ | Lunch | ______ |
| Dinner | ______ | Dinner | ______ | Dinner | ______ |
| Snacks | ______ | Snacks | ______ | Snacks | ______ |
| Total | ______ | Total | ______ | Total | ______ |

| Thursday | Calories | Friday | Calories | Saturday | Calories |
|---|---|---|---|---|---|
| Breakfast | ______ | Breakfast | ______ | Breakfast | ______ |
| Lunch | ______ | Lunch | ______ | Lunch | ______ |
| Dinner | ______ | Dinner | ______ | Dinner | ______ |
| Snacks | ______ | Snacks | ______ | Snacks | ______ |
| Total | ______ | Total | ______ | Total | ______ |

| Sunday | Calories |
|---|---|
| Breakfast | ______ |
| Lunch | ______ |
| Dinner | ______ |
| Snacks | ______ |
| Total | ______ |

Total calories for the week ______

Average number of calories for a day (divide the total calories by 7) ______

# Calories and Activity Level

In addition to the energy you need just to keep your body functioning, you also need energy for all physical activities. The number of calories you need for physical activity depends on the *type* of activity you undertake and how *hard* and how *long* you work at the activity. Naturally, you require a lot more energy to swim than to read and, of course, you use more energy in a 10-mile bicycle marathon than you do when taking a leisurely bicycle ride through the park.

*Calorie Costs* shows the approximate number of calories it takes to perform various activities, from sedentary to strenuous. A range of calories is given for each activity level. The low end of the range is probably a better estimate for small persons (small frame and low weight), and the upper end of the range is probably more accurate for large persons (large frame and high weight). Men usually require more energy for physical activity than women, in part because they have a more muscular body.

## Calorie Costs

It takes...

80 to 100 calories per hour to perform SEDENTARY activities such as reading, writing, watching

## *Minutes of Activity Needed to "Burn Up" Food Calories*

| Food | Calories | Sedentary |
|---|---|---|
| **2 8-inch celery stalks** | **15** | ◔[1] |
| **2 medium graham crackers** | **55** | ◕ |
| **2 tbsp. fruit-nut snack (see recipe p. 38)** | **70** | ◕ |
| **2 tbsp. peanuts** | **105** | ● ◔ |
| **1 cup plain low-fat yogurt** | **145** | ● ◕ |
| **1 cup split-pea soup (see recipe p. 57)** | **195** | ● ● ◔ |
| **1 cup fruit-flavored yogurt** | **225** | ● ● ◑ |
| **1/2 cup crunchy cereal with coconut (see recipe p. 42)** | **280** | ● ● ● ◔ |
| **Hamburger (3-oz. patty on bun)** | **365** | ● ● ● ● ◔ |
| **12-oz. chocolate milkshake** | **430** | ● ● ● ● ◕ |

Source: USDA Food

TV, sewing, or typing.

110 to 160 calories per hour for LIGHT activities such as walking slowly, ironing, or doing dishes.

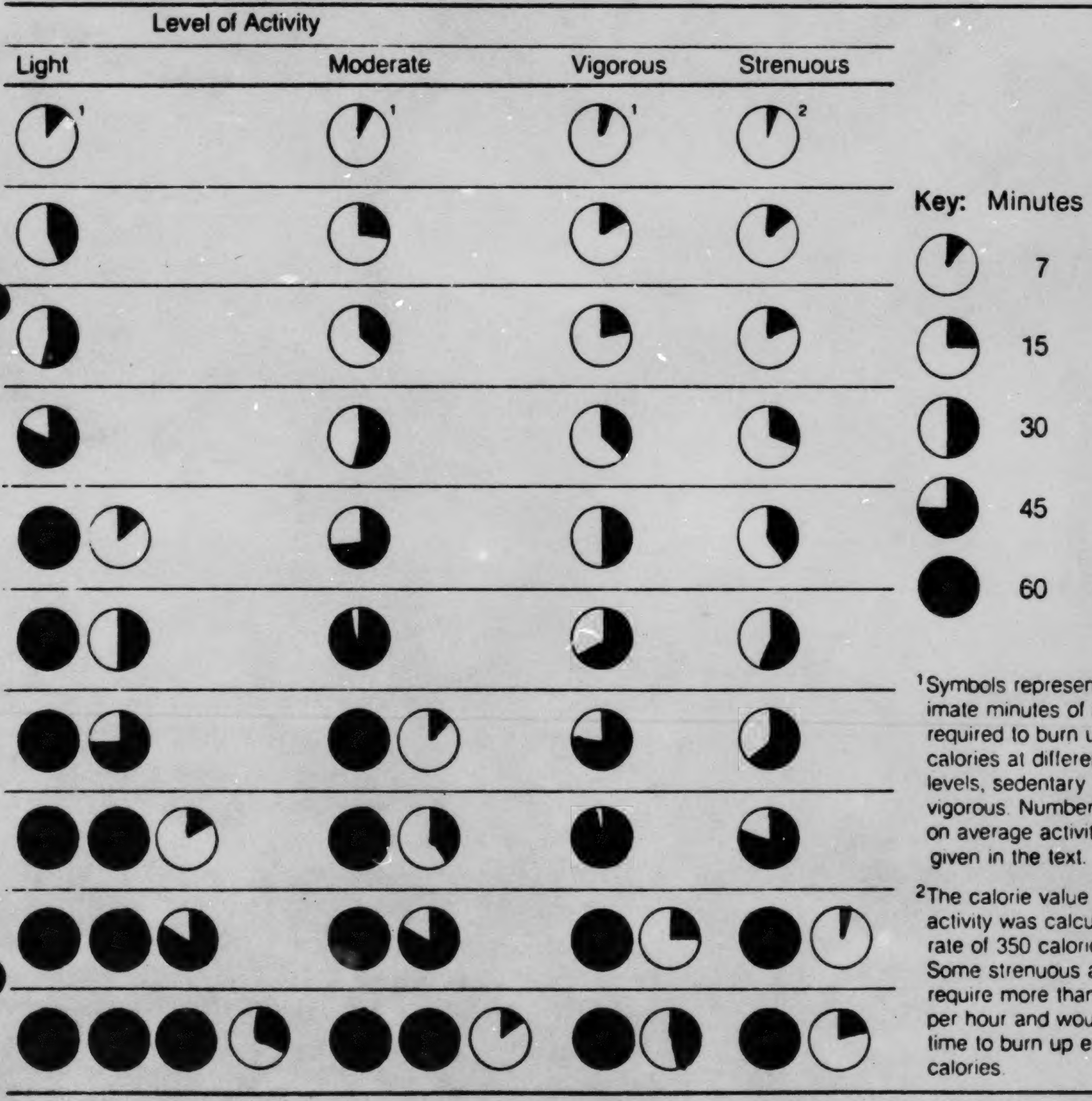
170 to 240 calories per hour for MODERATE activities such as walking moderately fast or playing table tennis.

250 to 350 calories per hour for VIGOROUS activities such as walking fast, bowling, golfing, or gardening.

350 or more calories per hour for STRENUOUS activities such as swimming, tennis, running, dancing, skiing, or football.

One way of relating calories to activity level is to show how many minutes of various activities you need to "burn up" a given number of food calories. For example, if you are relaxing in front of the TV set, it will take you more than an hour to burn up the calories in 2 tablespoons of peanuts (105 calories). But if you swim or play tennis, it will take less than 20 minutes. Other examples are shown in the table.

Plan your calories according to your level of activity. If you are really active, you might need extra food for added energy. If most of your activities are sedentary, you might need to cut down on calories. Many experts say it's wiser to increase your activity rather than to reduce your calories drastically. However, some of us need to exercise *and* cut calories. It's wise to check with your physician about the level of exercise right for you.



[1] Symbols represent the approximate minutes of activity required to burn up food calories at different activity levels, sedentary through vigorous. Numbers are based on average activity values given in the text.

[2] The calorie value of strenuous activity was calculated using a rate of 350 calories per hour. Some strenuous activities may require more than 350 calories per hour and would take less time to burn up energy or calories.

BANK I-Area 3.0

Supplement 3.41b
USING NUMBERS
(worksheet)

## CALORIES AND ACTIVITY SITUATIONS

Joe is 15 years old. He weighs 134 pounds and is 69 inches tall. He needs 3000 calories a day. Today he ate these meals.

### Breakfast

orange juice 3/4 cup = 90
oatmeal 1 cup =130
with banana (1) =100
toast 2 slices =130
with jam (2 t.) = 40
whole milk 2 cups =300

Total=____

### Lunch

3 oz. hamburger on a bun =365
12 oz. choc. milk shake =430

Total=____

### Dinner

5 oz. fried chicken =400
2 pats butter =140
2 rolls =170
2/3 c. cole slaw =130
2 cups milk =300
2 brownies =300
1 pear =110

Total=____

What were total calories for Breakfast - Lunch - Dinner - Combined______.

How many more or less calories was Joe eating than he needs?_______.

Did he have too many calories or not enough?_____.

Use the menus from Calories and Activity Practice and find out how many calories others in the family ate.

Jane:

Jane, 11, was in a hurry to catch the school bus so she didn't eat breakfast. At lunch she ate the same as Joe. She ate only the pear for dinner since she had play practice for 3 hours after school.

1. What was her total calorie intake for the day? ________

2. Since Jane needed about 2400 calories for the day, what was the difference between her calorie need and intake? ________

3. Was this too much or too few calories? ________

Sam:

Sam, 13, likes to swim. He ate the complete breakfast and lunch but was in a hurry to go swimming for a couple of hours. He ate only 2 brownies and 2 cups of milk for dinner. He needed about 2800 calories.

1. What was his total calorie intake for the day? ________

2. Since he needed about 2800 calories for the day, what was the difference between his calorie need and intake? ________

3. How many calories did he need to swim for 2 hours? ________

4. Did he have enough calories? ________

Jeff:

Jeff, 13, likes to read and watch TV. He ate the complete breakfast, lunch, and dinner. He needs about 2800 calories for the day.

1. What was the difference between his calorie need and his intake of calories? ________

2. Did he have too many or too few calories? ________

# METRICS MADE SIMPLE

Measuring with metrics need not be hard or complicated. Study the information given below and you should be able to measure the metric way.

| When we Measure | We Use the Unit Name | The Symbol We Use Is | It Tells Us |
|---|---|---|---|
| Length | meter | m | how long |
| Weight | gram | g | how heavy |
| Volume | liter | L or ℓ | how full |

**Prefixes used in Metrics**

kilo = 1000
hecto = 100
deka = 10
unit of 1
deci = 0.1
centi = 0.01
milli = 0.001

Remember: all prefixes mean the same, no matter what you are measuring. So, when we add these prefixes to the unit names above, we get the following units of metric measure.

| | |
|---|---|
| LENGTH | 1 kilometer = 1000 meters<br>1 hectometer = 100 meters<br>1 dekameter = 10 meters<br>1 meter = 1 meter<br>1 decimeter = 0.1 meter<br>1 centimeter = 0.01 meter<br>1 millimeter = 0.001 meter |
| WEIGHT | 1 kilogram = 1000 grams<br>1 hectogram = 100 grams<br>1 dekagram = 10 grams<br>1 gram = 1 gram<br>1 decigram = 0.1 gram<br>1 centigram = 0.01 gram<br>1 milligram = 0.001 gram |
| VOLUME | 1 kiloliter = 1000 liters<br>1 hectoliter = 100 liters<br>1 dekaliter = 10 liters<br>1 liter = 1 liter<br>1 deciliter = 0.1 liter<br>1 centiliter = 0.01 liter<br>1 milliliter = 0.001 liter |

# METRIC WORKSHEET

Directions: Look at the display of each of the items listed below. Estimate the measurement of each in metrics. After you have completed your estimates, use the metric measures provided to measure each item. Compare the answers with your estimate.

| ITEM | ESTIMATED MEASURE | ACTUAL MEASURE |
|---|---|---|
| Apple | ____g | ____g |
| Can of pop | ____mL | ____mL |
| 1/2 pint of milk | ____mL | ____mL |
| The diameter of a cake pan | ____cm | ____cm |
| Package of chocolate chips | ____g | ____g |
| Glass of water | ____mL | ____mL |
| Sugar packet | ____g | ____g |
| Slice of cheese | ____g | ____g |
| Pitcher of water | ____L | ____L |
| Box of soda | ____g | ____g |
| Banana | ____g | ____g |
| Stick of gum | ____cm | ____cm |
| Cookie sheet | ____cm | ____cm |

8-10 correct: You know your metrics
5-7 correct: You're doing OK
0-4 correct: Better study!

BANK I-Area 3.0

Supplement 3.43a
USING NUMBERS
(worksheet)

## MEASUREMENTS AND EQUIVALENTS NO. 1

Directions: Find the information needed to fill out Part A below. You can look in cook books or math books to find the information. Using this information, compute the answers to the items in Part B.

### A. Fill in the blanks

1. _____ teaspoons in a tablespoon
2. _____ tablespoons in a fluid ounce
3. _____ tablespoons in a cup
4. _____ ounces equals 1 pound
5. _____ pints equals 1 quart
6. _____ quarts equals 1 gallon
7. _____ cup(s) equals 8 fluid ounces

8. 1/4 cup = _____ tablespoon(s), or _____ fluid ounces
9. 3/4 cup = _____ tablespoon(s)
10. 1/2 cup = _____ tablespoon(s)
11. 1/3 cup = _____ tablespoon(s) plus _____ teaspoons
12. 1/3 cup = _____ tablespoon(s)
13. 7/8 cup = _____ tablespoon(s) plus _____ teaspoons

14. 1/2 pound = _____ ounce(s)
15. 1 gallon = _____ quarts or _____ cups
16. 1 pound = _____ ounces
17. 8 fluid ounces = _____ cup(s) or _____ pint(s)
18. 1/4 pound = _____ ounces

### B. Use the tables above to compute the answers below.

1. 4 cups = _____ pints

2. 6 pints = _____ gallon(s)

3. 4 quarts = _____ gallon(s)

4. 24 ounces = _____ pound(s)

5. 12 fluid ounces = _____ cup(s)

6. 12 teaspoons = _____ cup(s)

7. 2 fluid ounces = _____ tablespoon(s)

8. 16 fluid ounces = _____ cup(s)

9. 9 teaspoons = _____ tablespoon(s)

10. 8 teaspoons = _____ tablespoon(s)

BANK I-Area 3.0

Supplement 3.43a
USING NUMBERS
(worksheet)

## MEASUREMENTS AND EQUIVALENTS NO. 2

Directions: Use the information found in Measurements and Equivalents No. 1 to help you compute the answers to the items below.

Remember: To change smaller units of measure to a larger unit of measure, you divide the number of smaller units by the number of smaller units in a larger unit.

Example: 24 tablespoons = _____ cups.
There are 16 tablespoons in each cup, so you divide 24 by 16 to find the number of cups in 24 tablespoons. 24 ÷ 16= 1½
So, 24 tablespoons is the same as 1½ cups.

To change from larger units to smaller, you must multiply the number of larger units by the number of smaller units in each.

Example: 3 quarts = _____ pints.
There are 2 pints in each quart, so you multiply 3 by 2 to find the number of pints in 3 quarts. 3 x 2 = 6. So, 3 quarts is the same as 6 pints.

---

Fill in the blanks.

1. 6 pints = _____ quarts
2. 12 teaspoons = _____ tablespoons
3. 2 quarts = _____ gallon
4. 2 cups = _____ tablespoons
5. 2 gallons - _____ pints
6. 32 ounces = _____ pounds
7. 5 cups = _____ pints
8. 14 cups = _____ quarts
9. 8 tablespoons = _____ teaspoons
10. 1½ cups = _____ tablespoons
11. 16 tablespoons = _____ cups
12. 1 cup = _____ pint
13. 4 quarts = _____ pints
14. 2 pints = _____ quart
15. 8 tablespoons = _____ cups
16. 4 tablespoons = _____ cup
17. 2 cups = _____ quart
18. 2 pounds = _____ ounces
19. 1 quart = _____ cups
20. 4 tablespoons = _____ cup

# EQUALS

Directions:

1. Make cards by cutting heavy paper into 4 by 4 inch squares.
2. On each card write a measurement and on another card write a measurement that is equal to it. Use the Measurement and Equivalent Self-Practice #1 and #2 to help you. Construct as many cards as possible.
3. Mix up the cards and turn them upside down on a table.
4. Team up with another class member to play a game.

Game Rules:

1. Place all cards in a row upside down on a table.
2. Each player in turn is allowed to pick up 2 cards. If they are equal to each other it is a match. The student will get 1 point and remove the 2 cards that are matches. If cards do not match, cards should be turned upside down again.
3. Students must remember where they have seen the cards for future match.
4. Each player will get a turn to try and make a match.
5. Game continues until all the cards are picked up and matched.
6. The winner will be the one with the most cards correctly matched.

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## HOW TO INCREASE/DECREASE RECIPE SIZE

Often you wish to change the size of a recipe. You may want to make more or less. To make it bigger you will multiply each ingredient. To make it smaller, you will divide each ingredient. Sometimes there will then be an easier way to measure the ingredient. For example, if you want 4 tablespoons, that is the same as ¼ cup.

For each of the following ingredients:

1. Divide by 2 to make ½ the recipe.
2. Multiply by 2 to double the recipe.
3. After you do this math, write in any other way to measure the new amount.

| Ingredient | Decrease (÷) | Increase (X) |
|---|---|---|
| 6 tablespoons oil | | |
| 1 cup sugar | | |
| 1 stick butter | | |
| 2 eggs | | |
| 4 cups flour | | |
| 1 teaspoon salt | | |
| 2 cups peanut butter | | |
| ½ cup nuts | | |
| 2 tablespoons milk | | |
| 4 tablespoons butter | | |

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Supplement 3.43b
MEASURING WEIGHTS AND VOLUMES
(worksheet)

BANK I-Area 3.G

Supplement 3.44a
COMPUTING FOOD COSTS
(work sheet)

## DIVIDE AND CONQUER

Susan and Joe are getting to make an omelet for their lunch. They want to know how much it will cost because they are trying to save money. They think making it will be cheaper than eating out. They aren't counting salt and pepper because it won't take much.

| What They Will Use | Cost to Purchase | Cost of What They Use |
|---|---|---|
| 3 large eggs | $ .90 doz. | |
| 2 tablespoons milk | .60 qt. | |
| | TOTAL COST | $ |

To find out what the eggs will cost you can divide the purchase price by 4. You can also multiply by 1/4. Or you can divide the total cost by 12 and then multiply by 3. Check your results by different methods of computing.

To figure the cost of the milk, remember that there are 4 cups in a quart. There are also 16 tablespoons in one cup. How will you find out how many tablespoons there are in a quart?

After you find out what Susan and Joe's omelet will cost, pick some other recipes and compute the cost. Find one that has one or more ingredients to be used in a larger amount than the usual purchase unit. For example, hamburger is priced by the pound, How will you find out the cost of 1 1/2 pounds?

Answer:

BANK I-Area 3.0

Supplement 3.44a
COMPUTING FOOD COSTS
(work sheet)

## ONE PUMPKIN PIE

Your uncle has said he will help you make a pumpkin pie to surprise your family. He says you must find the recipe and get the ingredients. The only thing he already has that you need is flour, shortening, and salt.

1. Find a recipe and list the ingredients for a pumpkin pie. Tell how much you need of each. You may omit flour, shortening, and salt.
2. In the second column list the smallest amount of each ingredient that you can buy that will be enough to make the pie.
3. In the third column tell how much the ingredients will cost.
4. Add the cost of items you will have to buy.
5. Check the items you would have to buy if you wanted to make some more pies. Why is your first pie so costly?

| Ingredients/amounts | Size to Buy | Cost to Buy |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

TOTAL COST ____________

Supplement 3.44b
COMPUTING FOOD COSTS
(menus and worksheet)

# DILLY DELI MENU

## Today's Specials

**Menu A**
2 Chili Dogs
Large Order of French Fried
Medium Drink of Your Choice
$1.85

**Menu B**
Steak Hoagie
Onion Rings
Slaw
Large Drink
$2.30

**Menu C**
Soup of Your Choice
Ham and Cheese Sandwich
Ice Cream
Medium Drink
$2.85

**Menu D**
Hamburger on Bun
w/Lettuce, Tomato, Cheese
Baked Beans
$1.95

**Menu E**
Fried Shrimp
Large French Fries
Slaw
Hot Roll
Large Drink
$3.50

**Menu F**
Fish Sandwich
French Fried
Small Drink of Your Choice
$2.10

**Menu G**
Spaghetti w/Meat Sauce
Tossed Salad
Hot Roll
Large Drink
$2.85

**Menu H**
Chili w/Crackers
Grilled Cheese Sandwich
Fruit Salad
$2.20

**Menu I**
Grilled Ham on Rye
Cake or Pie
Small Drink
$2.25

**Menu J**
Meat Loaf
Mashed Potatoes
Vegetable of the Day
Hot Roll
Large Drink
$3.50

---

## Main Dishes

| | |
|---|---|
| Spaghetti w/Meat Sauce----$ | 2.50 |
| Meat Loaf----------------- | 1.10 |
| Fried Shrimp-------------- | 1.25 |

## Soups

| | |
|---|---|
| Vegetable-------------$ | .85 |
| Beef Noodle----------- | .85 |
| Chili w/Crackers------ | 1.00 |

Bank I - 3.44b
Dilly Deli Menu
Page 2

## Sandwiches

| | |
|---|---|
| Chili Dogs | $ .70 |
| Fish | .90 |
| Steak Hoagies | 1.25 |
| Ham & Cheese | 1.30 |
| Grilled Cheese | .80 |
| Hamburger on Bun | 1.10 |
| Grilled Ham on Rye | 1.30 |

Extra's 10¢ each
- Lettuce
- Tomato
- Cheese

## Beverages Sm-.40, Md-.50, Lg-.60

Soft Drinks
Milk
Fruit Punch
Tea
Coffee

## Salads

| | |
|---|---|
| Slaw | $ .50 |
| Tossed | .60 |
| Fruit | .60 |

## Side Orders

| | | |
|---|---|---|
| French Fries | Sm. | $ .50 |
| | Md. | .70 |
| | Lg. | .90 |
| Onion Rings | | .80 |
| Hot Roll | | .40 |
| Crackers | | .25 |
| Baked Beans | | .60 |
| Mashed Potatoes | | .60 |
| Vegetable of the Day | | .65 |

## Desserts

| | |
|---|---|
| Ice Cream | $ .50 |
| Cake | .75 |
| Pie | .75 |

## Directions:

1. Record the price of each of the meals listed as Today's Specials in the first column in the chart below.
2. Find the price of foods in each menu if ordered seperately. Record in the second column of the chart.
3. Check which was the least expensive way to order.
4. If you want to add something to one of the meals, what would the total price be?

| | PRICE OF TOTAL MEAL | PRICE IF PURCHASED SEPARATELY | WHICH COSTS LESS? | |
|---|---|---|---|---|
| | | | MEAL | SEPARATELY |
| MENU A | $ 1.85 | $ 2.10 | X | |
| MENU B | | | | |
| MENU C | | | | |
| MENU D | | | | |
| MENU E | | | | |
| MENU F | | | | |
| MENU G | | | | |
| MENU H | | | | |
| MENU I | | | | |
| MENU J | | | | |

Supplement 3.44d
COMPUTING FOOD COSTS
(work sheet)

## FILL THE MARKET BASKET

**Part A:**

Jack and Becky are figuring the cost of the class party they are planning. The rest of the menu is planned but they must now decide on dessert. They don't have much money left, so cost must be considered.

Jack wants ice cream but Becky wants to have refrigerator pie that they can buy frozen. They checked prices and found that 1/2 gallon of ice cream costs $1.89. The pie was only $1.25. Becky said, "That settles it. We will have pie."

"Hold on," said Jack, "How many people will the pie serve?"

Becky answered, "Well, only about 5 people, I guess. It isn't too large. How many will the ice cream serve?"

"I guess that depends on how big of a dish we will give people," Jack answered.

"Well, for that crew, I think we would have to have at least 3/4 cup for each person. The book said 1/2 cup, but I know our class members will eat more than that," said Becky.

1. Compute the cost of one serving of pie and one serving of ice cream. Pie ____________ Ice Cream ____________

2. How much would it cost to serve 30 people:

   Ice Cream ____________ Pie ____________

3. Sometimes you have to buy more than just what you need in order to have enough. You can't buy half a pie. A serving of ice cream is often higher when bought by the pint or quart.

   How many half-gallons of ice cream would they need? ________

   How much would it cost? ________

   How many pies would they need? ________

   How much would they cost? ________

4. Which will they likely choose for dessert if they want to serve the most people for the least amount of money?

Part B.

Alice and Andy are doing some last minute grocery shopping for their family before the camping trip. The local grocery store published the ad found on the following page. Use this ad to answer the following questions:

1. Use the chart to figure the item costs and total cost for the shopping list given at left.

| Market Order | Ad Information | | Cost of Amount Needed |
|---|---|---|---|
| | Quantity | Price | |
| 2 pounds bologna | | | |
| 1 gallon ice cream | | | |
| 15 ears corn on the cob | | | |
| 2 dozen cookies | | | |
| 10 pounds dog food | | | |
| 9 cucumbers | | | |
| 2 gallons orange juice | | | |
| 1 pound crackers | | | |
| 2 dozen sandwich buns | | | |
| 2 pounds chicken franks | | | |
| 2 boxes cereal | | | |
| 2 bars soap | | | |

Total Cost of Amount Needed ________

2. How much money would Alice and Andy need if they bought twice the amount needed of every item on the list? ________________

3. How much would the total order cost if they bought twice as much bologna, cookies, and buns and left everything else the same?

________

**ICE CREAM**
½ GALLON **$1.19**

**KAHN'S BOLOGNA** LB. **$1.89**

**SWEET YELLOW CORN**
**5** EARS FOR **79¢**

FLORIDA
**ORANGE JUICE**
**$2.59**
GALLON

**DOG FOOD**
5 LB. **$1.19**

**SANDWICH BUNS** 8 CT. **89¢**

**CEREAL** 16 OZ. **$1.59**

**BATH SOAP** 3 **$1.39**

**CHICKEN FRANKS** LB. **89¢**

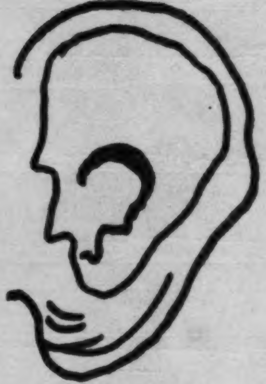
**CRISP CUCUMBERS**
**6** FOR **$1**

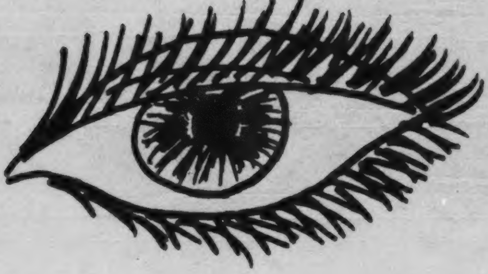
**CHOC. CHIP COOKIES** DOZEN **99¢**

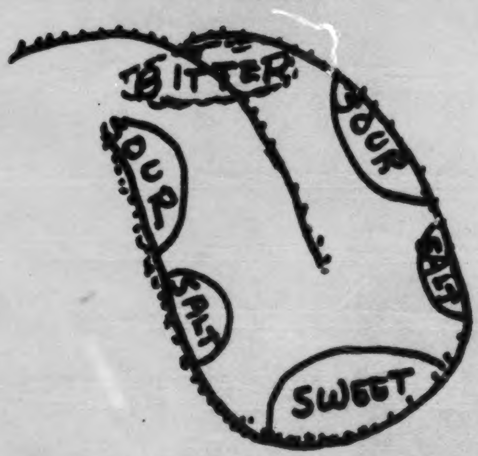
**CRACKERS** REG. & UNSALTED 16 OZ. **79¢**

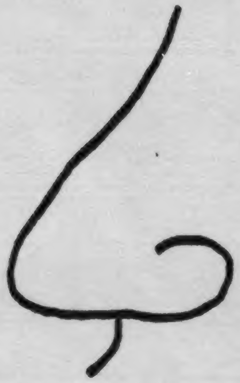
Supplement 3.51a
PERCEIVING FLAVOR, TEXTURE,
AROMA, APPEARANCE
(bulletin board)

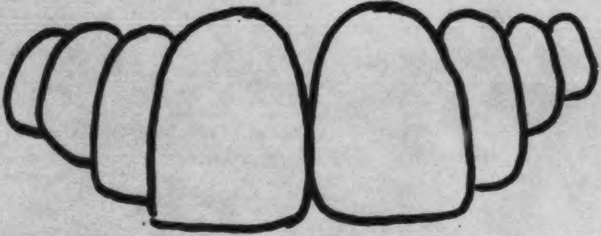
## USE YOUR SENSES






BITTER
SOUR
SOUR
SALT
SALT
SWEET

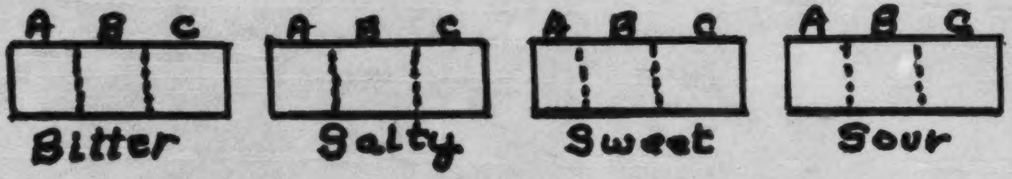




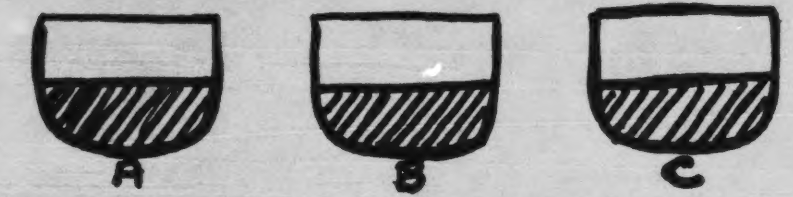
Supplement 3.51a
PERCEIVING FLAVOR, TEXTURE,
AROMA, APPEARANCE
(experiment)

## TONGUE TEASERS

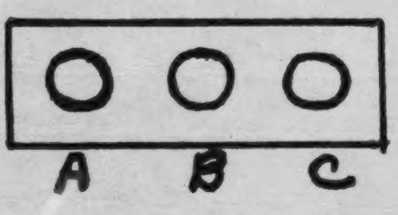
Give each student four pieces of wax paper and instruct the student to label the papers bitter - salty - sweet - and sour. Label areas for samples A, B, and C.



Using small containers prepare two of diluted lemon juice that are the same and one that has a weaker dilution.



Pass the three dishes of labeled solution and have each student take a small sample of A, B, and C.



Then using their finger they will identify which solution is different.

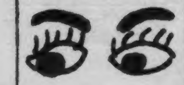
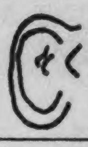
Follow the same procedure for bitter, salty, and sweet solutions.

Suggestions for bitter - caffeine may be purchased at the drug store.

Supplement 3.51b
PERCEIVING FLAVOR,TEXTURE,
AROMA,APPEARANCE
(worksheet)

## MORE THAN MEETS THE EYE

We use many senses to determine the flavor of foods. For each food below, check those senses which you feel are most important in judging the flavor of that food. You may want to check more than one of the senses for each food. After you have completed your worksheet, discuss with other students ways in which your responses are different or the same.

| FOOD | TASTE | SMELL | SIGHT  | TOUCH | SOUND  |
|---|---|---|---|---|---|
| APPLE | | | | | |
| PEANUTS | | | | | |
| FRENCH FRIES | | | | | |
| RAISINS | | | | | |
| CORN FLAKES | | | | | |
| CARROTS | | | | | |
| PUDDING | | | | | |
| WATERMELON | | | | | |
| PIZZA | | | | | |
| JELLO | | | | | |
| ORANGE | | | | | |
| CRACKER | | | | | |

BANK I Area 3.0

Supplement 3.52
PERCEIVING PORTIONS
(Experiment)

## THE AVERAGE PORTION SIZE

You will find in the classroom these materials:

- Meat (tuna fish, hamburger, etc)
- Peanut Butter
- Canned Vegetables
- Fruit Juice
- Dry Cereal
- Bread
- Crackers
- Milk
- Cheese
- Dinner Plate
- Measuring Cups
- Measuring Spoons
- Food Weight Scales

Procedure: The class will be divided into four groups. The food will be catagorized according to the Basic Four Food Groups. Each group of students will be given one Basic Four Group to measure. Weigh and measure the food according to the average portion sizes. The average portion size for each food is listed below:

| | |
|---|---|
| Meat | 2 - 3 ounces |
| Peanut Butter | 2 tablespoons |
| Canned Vegetables | 1/2 cup |
| Fruit Juices | 1/3 - 1/2 cup |
| Dry Cereal | 3/4 cup |
| Bread | 1 slice |
| Crackers | 4 crackers (saltines) |
| Milk | 8 ounces |

When you finish measuring the portions in your group, observe the portion sizes measured by other groups. Try to see a picture in your mind of the size of an average portion of each food.

Note to teacher: Have the students as a whole group choose a food from each food group and plan a meal. Arrange the food on a dinner plate so the students can see the relationship of sizes.

BANK I Area 3.0

Supplement 3.52
PERCEIVING PORTIONS
(Worksheet)

## WHAT MAKES A SERVING?

Directions: Look at a display of different size servings of the following foods. Choose the size you believe would be the average portion size.

**Milk**

A. ___
B. ___
C. ___

**Cheese**

A. ___
B. ___
C. ___

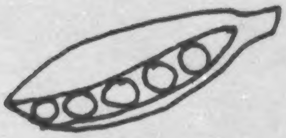
**Fish**

A. ___
B. ___
C. ___

**Scrambled Eggs**

A. ___
B. ___
C. ___

**Peas**



A. ___
B ___
C. ___

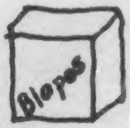
**Cooked Carrots**

A. ___
B. ___
C. ___

**Bread**

A. ___
B. ___
C. ___

**Dry Cereal**



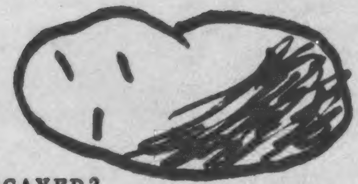
A. ___
B. ___
C. ___

Note to teacher: Set up a display of these or other foods showing one portion smaller than average, one average and one larger than average. Label the portions for each food A, B or C, mixing them up so that all the correct answers won't be the same letter. You could use containers to indicate size of portions for some. Example: Milk - display a 4 ounce glass, an 8 ounce glass and a 12 ounce glass.

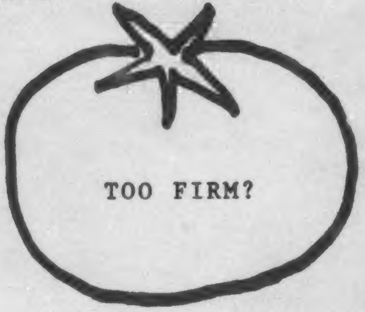
Supplement 3.53
PERCEIVING QUALITY
(visual)

# USE YOUR SENSES

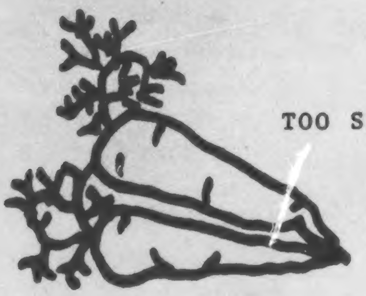
FOR CLUES TO QUALITY



DECAYED?

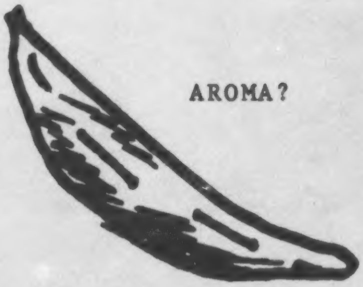


TOO FIRM?

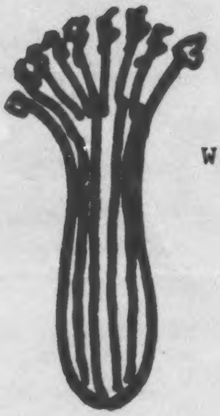


TOO SMALL?

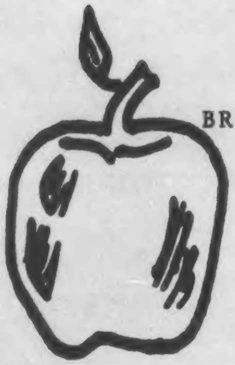
TOO LARGE?



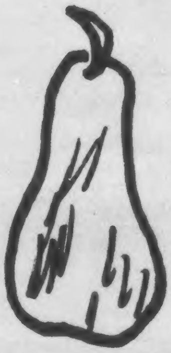
AROMA?



WILTED?



BRUISED?

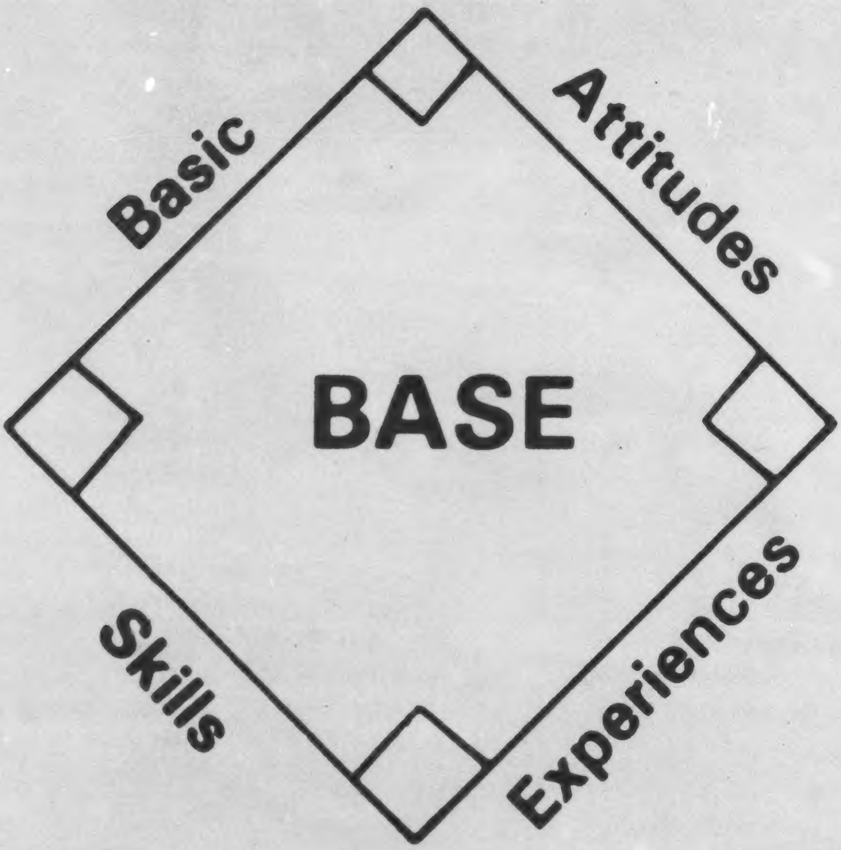


TOO SOFT?

# BASE BANKS

## HOME ECONOMICS CURRICULUM

## GRADES 5-8


Basic
Attitudes
BASE
Skills
Experiences

**BANK II**
**SELF-KNOWLEDGE**
**SELF-UNDERSTANDING**
**DECISION-MAKING**

**AREA 3.0**

**FOODS/NUTRITION**

# BANK II - SELF-KNOWLEDGE, SELF-UNDERSTANDING
# DECISION-MAKING
## AREA 3.0 FOODS/NUTRITION

The middle-childhood or pre-adolescent learner, aged 10-14, is in the transitional period between childhood and adolescence. Not all students of the same chronological age have achieved the same level of maturity: physically, socially, or mentally. At no other time in life will there be so much variation in physical development among students of the same age.

Bank II of the BASE curriculum addresses the need for the students in grades 5-8 to understand themselves. No longer children, they have not yet achieved the status of adolescence. Students are often in a state of limbo as they attempt to discover who they are. The clear-cut identify or childhood is gone, often with nothing to take its place as yet. Students often "try on" many different roles in their search for identify.

Self-understanding is not enough. Self-acceptance is therefore a second aspect of the curriculum in this bank. Self-acceptance is frequently quite difficult for students 10-14 years of age. Radical changes in appearance and emotions from childhood may create uncertainty. Sudden growth spurts make one student suddenly tower over his or her classmates. But being different is the cardinal sin, so both the early and the late maturer suffer. Self-acceptance is even more difficult because the images projected by the mass media are idealized versions of those from real life. Self-acceptance is much harder when the model is a popular TV or movie idol. Never mind that the image of how one ought to look and act may be unrealistic or that it owes as much to art as to nature.

Self-understanding undergirds good decision making. Students between ages 10 and 14 have increased opportunities for decision making. Although the decisions they make are not always big decisions, they form the pattern for the future. Some decisions made now set students firmly on a path they will continue. The way students make decisions also begins to emerge.

The nutrition section of Bank II includes the concepts of self-understanding, self-acceptance, and decision making. Students learn what foods their bodies need and the contribution of good nutrition to their appearance, health, and performance. They examine some of their motivations for eating. They learn some limitations of good nutrition. Eating carrots won't make your hair curly and right eating won't change your body type. Students thus may need to learn some self-acceptance regarding their physical self.

Students in this age group make many food decisions--perhaps not so much about what is served at mealtime as what they eat for snacks. Snacks can help meet the high caloric and nutritive needs of this age group, but should be chosen wisely. Food habits and attitudes may still be susceptible to change between 10-14, hence students need to learn to give some thought to what they eat when it is their own choice. Changing food patterns during adolescence and adulthood becomes increasingly difficult.

# CONCEPT OUTLINE
## BANK II - SELF-KNOWLEDGE, SELF-UNDERSTANDING, DECISION-MAKING
## AREA 3.0 - FOODS NUTRITION

Concept Page

3.10 EFFECTS OF FOOD . . . . . . . . . . . . . . . . . . . . . . . II-FN-2
  3.11 Health, Appearance, Performance.............................. II-FN-2

3.20 WHY WE EAT . . . . . . . . . . . . . . . . . . . . . . . . . II-FN-6
  3.21 Motivations.................................................. II-FN-6
  3.22 Food Fallacies............................................... II-FN-9

3.30 FOOD NEEDS . . . . . . . . . . . . . . . . . . . . . . . . . II-FN-13
  3.31 Nutrients.................................................... II-FN-13
  3.32 Functions of Nutrients....................................... II-FN-15
  3.33 Sources of Nutrients......................................... II-FN-18
  3.34 Energy Needs................................................. II-FN-21
  3.35 Daily Food Needs............................................. II-FN-24

3.40 FOOD CHOICES . . . . . . . . . . . . . . . . . . . . . . . . II-FN-27
  3.41 Snacking..................................................... II-FN-27
  3.42 Eating Out................................................... II-FN-32

Bank II: SELF-KNOWLEDGE, SELF-UNDERSTANDING, DECISION MAKING Area: 3.0 FOODS/NUTRITION

Concept: 3.10 EFFECTS OF FOOD (Health, Appearance, and Performance)

Competency: 3.10 The learner will describe the effects of food on the body.

Learner Outcome/Evaluation:

3.11 The learner will identify ways that food affects health, appearance and performance.

| Learning Activities | Resources/Supplements |
|---|---|
| Read the statements in Promises, Promises. Check all things people have said to you. Then check all the statements you think are correct. Discuss what you think of some of the promises made about food. Read to find out about facts or fancies. | Supplement 3.11. Promises, Promises.<br>Foster et al. Creative Living. Maclean Hunter, 1979, pp. 261-264. |
| View the posters and make up a story about this boy and girl's popularity, ability, health, and food habits. Share with the class. Are these pictures realistic as an ideal for boys and girls? Find other pictures of young celebrities. Are they idealistic or realistic as to what boys and girls are to look like? | Posters: A Boy and His Physique and A Girl and Her Figure. National Dairy Council. |
| Read Your Best Self and do the suggested activities. | Supplement 3.11. Your Best Self. |
| Read to find out more about food and fitness and their relation to appearance, performance, and health. Discuss what good nutrition can do and not do for you. | Kelly & Landers. Today's Teen. Bennett, 1977, pp. 341-342, 345-347.<br>Kelly & Eubanks. Today's Teen. Bennett, 1981, pp. 341-342, 345-347.<br>Creasy & Creasy. Exploring Food. Prentice Hall, 1981, pp. 75-78.<br>Kowtaluk. Discovering Nutrition. Bennett, 1980, pp. 10, 18-28, 120-131. |

Bank II - Outcome 3.11

| Learning Activities | Resources/Supplements |
|---|---|
|  | A Boy and His Physique. National Dairy Council. |
|  | A Girl and Her Figure. National Dairy Council. |
| View a filmstrip and discuss how food relates to health, performance, and appearance. | Filmstrip: Food for Fitness. Maclean Hunter. |
|  | Filmstrip: Eating Isn't Just Another Habit. Pepperidge Farms. Frames 1-5, 27-48. |
| View the filmstrip All Systems Go to find out how the body systems work together to nourish the body. Discuss what personal responsibility is involved. | Filmstrip: All Systems Go. YOUR BODY FOR LIFE, Upper Level. Tupperware. |
| Complete the worksheet Nobody's Perfect. Discuss your answers with the class. | Worksheet 19. PROJECT NUTRITION. Kellogg Co. |
| Invite a dietitian, dentist, or dermatologist to discuss effects of food on growing people. |  |
| Ask the health teacher or pediatrician to discuss growth patterns of preadolescents and to explain the growth spurt. View transparency. Complete the word scramble on sports. | Supplement 3.11. Try This for Size. |
| Write a 30-second radio commercial explaining the effects of nutrition on health, performance, or appearance. Tape and play to class. Evaluate accuracy. |  |
| Make bulletin board in two parts: It's in the Genes and What Food and You Can Do. |  |
| Have a school wide Food and Fitness Day. | Fitness Focus (packet). Kellogg Co. |

II-FN 4

Bank II - Outcome 3.11 Effects of Food on Health, Appearance, and Performance

## Suggested Integrations with Other Home Economics Concepts

| | | | |
|---|---|---|---|
| Bank II | Concept | 1.12 | Traits |
| Bank II | Concept | 1.13 | Heredity/Environment |
| Bank II | Concept | 1.14 | Accepting and/or Changing Self |
| Bank II | Concept | 1.21 | Physical Change |
| Bank II | Concept | 2.11 | Sorting Out My Values |
| Bank II | Concept | 2.12 | Ranking My Values |
| Bank II | Concept | 2.21 | What Are My Goals |
| Bank II | Concept | 2.30 | Influence of Values/Goals... |
| Bank II | Concept | 3.21 | Motivations |
| Bank II | Concept | 3.22 | Food Fallacies |
| Bank II | Concept | 3.30 | Food Needs |
| Bank II | Concept | 3.40 | Food Choices |
| Bank II | Concept | 6.10 | Clothing and Self-Concept |
| Bank III | Concept | 1.20 | How Families Differ |
| Bank III | Concept | 1.40 | Responsibility for Children |
| Bank III | Concept | 2.30 | Getting Control of Life |
| Bank III | Concept | 3.23 | Food Safety and Sanitation |
| Bank III | Concept | 3.31 | Food Safety and Sanitation |
| Bank III | Concept | 5.11 | Worker Traits |

## Suggested Integrations with Other Subject Matter Areas

Science. Study the function of specific nutrients effect on health, appearance, and performance. Find out possible hazards of under- and over- supply of nutrients and calorie

Health/Physical Education. Relate food to physical fitness How does fitness affect overall appearance, health, and performance.

Math. Learn to do problems so that you can compute nutrien and calorie intake and compare to body needs.

Social Studies. Research the effects of poor diet on peopl in under-developed nations.

Art. Draw cartoons depicting effects of a poor diet.

Have a school wide Food and Fitness Day.

Bank II: SELF-KNOWLEDGE, SELF-UNDERSTANDING, DECISION-MAKING Area: 3.0 FOODS/NUTRITION

Concept: 3.20 WHY WE EAT (Motivations)

Competency: 3.20 The learner will recognize factors that influence eating.

Learner Outcome/Evaluation:

3.21 Given situations and a list of eating motivations, the learner will match the motivations to the situations.

| Learning Activities | Resources/Supplements |
|---|---|
| Complete worksheets to tell how you feel about food and how you decide what to eat. Discuss different reasons people eat. How many times a day do you make food choices? | Worksheets: How Do You Feel About Food? and How Do You Choose? FOOD...YOUR CHOICE, Level 3. National Dairy Council, 1980, Unit One, Activity 2. Supplement 3.21. Why Do You Eat the Foods that You Do? |
| List 10 foods for which you have strong feelings or memories. Ask another student to write the word which first comes to mind beside each food listed. Discuss similarities and differences in associations. | Dunn & Peeler. Living, Learning, and Caring. Prentice Hall, 1981, p. 249.<br>Kowtaluk. Discovering Nutrition. Bennett, 1980, pp.90-96. |
| Read or watch a filmstrip about why people eat. Relate to your own motivations for eating. | Filmstrip: Why People Eat What They Do. YOU ARE WHAT YOU EAT: NUTRITION FOR YOUNG PEOPLE. Guidance Assoc. |
|  | Creasy & Creasy. Exploring Food. Prentice-Hall, 1981, pp. 40-47.<br>Foster et al. Creative Living. Maclean Hunter, 1979, pp. 237-241. |

Bank II - Outcome 3.21

| Learning Activities | Resources/Supplements |
|---|---|
| Dramatize situations involving motivations for eating. Share with the class your own experiences similar to those shown in situations. | Supplement 3.21 Why We Eat. |
| Discuss the reasons people have for following fad diets. Do you think they are good reasons? How should someone who wants to lose weight decide how to do so? | |
| List the food habits you have gotten from: friends, family, advertising. Which are right for you? Which are wrong for you? How can you change what you eat if you know it isn't right for you? Role play some problems and solutions. | |

Bank II - Outcome 3.21 Motivations

II-FN 8

### Suggested Integrations with Other Home Economics Concepts

| | | |
|---|---|---|
| Bank I | Concept 1.51 | Perceiving Others Feelings |
| Bank I | Concept 3.17 | Reading Stories About Food |
| Bank I | Concept 3.51 | Perceiving Flavors, Aroma, Texture |
| Bank I | Concept 3.53 | Perceiving Quality |
| Bank I | Concept 4.12 | Reading Advertisements |
| Bank II | Concept 1.12 | Traits |
| Bank II | Concept 1.13 | Heredity/Environment |
| Bank II | Concept 1.14 | Accepting and/or Changing Self |
| Bank II | Concept 1.22 | Emotional Change |
| Bank II | Concept 1.23 | Social Change |
| Bank II | Concept 2.10 | Values/Feelings |
| Bank II | Concept 2.22 | Reaching Goals |
| Bank II | Concept 3.10 | Effects of Food |
| Bank II | Concept 3.22 | Food Fallacies |
| Bank II | Concept 3.41 | Snacking |
| Bank II | Concept 3.42 | Eating Out |
| Bank II | Concept 4.11 | Needs and Wants |
| Bank II | Concept 4.12 | Effects of Advertising |
| Bank III | Concept 1.22 | Family Lifestyle |
| Bank III | Concept 1.23 | Family Heritage |
| Bank III | Concept 1.31 | Relationship Between Rights and Responsibilities |
| Bank III | Concept 3.33 | Meal Service |
| Bank III | Concept 3.34 | Manners |
| Bank III | Concept 4.32 | Fraud/Deception |

### Suggested Integrations with Other Subject Matter Areas

Language Arts. Write a paper about: The situations that motivate me to eat are ....
The above situations motivate me to eat because ....

Art. Make caricatures showing a person eating, or who has eaten, and show a possible motivation.

Make a study of restaurant and/or room decor and tell how it affects your eating motivations.

Science or Health. Invite a resource person to discuss "The Psychology of Eating" and/or "Behavior Modification."

Bank II: SELF-KNOWLEDGE, SELF-UNDERSTANDING, DECISION-MAKING Area: 3.0 FOODS/NUTRITION

Concept: 3.20 WHY WE EAT (Food Fallacies)

Competency: 3.20 The learner will recognize factors that influence eating.

Learner Outcome/Evaluation:

3.22a Given a false claim concerning food, the learner will describe the possible dangers of that claim.

| Learning Activities | Resources/Supplements |
|---|---|
| Have a buzz session and list:<br>1. What you have heard certain foods will cure.<br>2. What foods are considered to have "magical" qualities.<br>3. What diets help you lose weight.<br>4. What foods make you smart.<br>5. What foods athletes should eat or avoid. | Teacher References:<br>Deutsch. Realities of Nutrition. Bull, 1976.<br>Deutsch. The New Nuts Among the Berries. Bull, 1977.<br>Hamilton & Whitney. Nutrition Concepts and Controversies. West, 1979. |
| Compile the lists from different groups and invite a dietitian to talk to the class about the list. Discuss the difference between natural and synthetic vitamins. Discuss the danger of taking too many vitamins. | Kowtaluk. Discovering Nutrition. Bennett, 1980, pp. 99, 103-104.<br>Kelly & Landers. Today's Teen. Bennett, 1977, p. 348.<br>Kelly & Eubanks. Today's Teen. Bennett, 1981, p. 348. |
| Get in touch with an FDA office to get facts on how food quacks work. Discuss how to get facts about certain foods. | |

Bank II - Outcome 3.22a

| Learning Activities | Resources/Supplements |
|---|---|
| Choose a popular diet and look up in a table what nutrients are actually included. Are there nutrients missing? Which ones? What do you think should be done about names of diets such as the Mayo diet that really has nothing to do with the Mayo Clinic?<br>Look at the list of food claims you made. Circle those you know now are false. Discuss the possible danger of each claim.<br>SEE OUTCOME 3.22b FOR INTEGRATIONS. | USDA. Nutritive Value of Foods. 1977. |

Bank II: SELF-KNOWLEDGE, SELF-UNDERSTANDING AND DECISION MAKING Area: 3.0 FOODS/NUTRITION

Concept: 3.20 WHY WE EAT (Food Fallacies)

Competency: 3.20 The learner will recognize factors that influence eating.

Learner Outcome/Evaluation:

3.22b Given a variety of food advertisements, the learner will identify deceptive claims and explain each.

| Learning Activities | Resources/Supplements |
|---|---|
| Make a bulletin board of food ads. Put a star on those that might influence your eating. Tell why. | |
| Read to find out how food companies advertise what they sell. You may divide reading among class members and report what you find out. Complete the worksheet by finding ads from your bulletin board display that fit each category. | Dunn & Peeler. Living, Learning, and Caring. Ginn, 1981, pp. 192-194.<br>Foster et al. Creative Living. Maclean Hunter, 1979, pp. 155-172.<br>Kowtaluk. Discovering Nutrition. Bennett, 1980, p. 65.<br>Worksheet: How Is It Appealing? FOOD...YOUR CHOICE, Level 3. National Dairy Council, 1980, Unit One, Activity 3. |
| Discuss the type of appeal used for all the ads you starred on the bulletin board. | |
| Role play situations that show how some of the food ads give the wrong idea as to what the food might do for you. | |
| Discuss the difference between a false claim and a deceptive claim. Did you find ads that were false? Deceptive? In what way? Select the "Blue Ribbon Ads" that are accurate, informative and appealing. | |

## Bank II - Outcome 3.22a and b Food Fallacies

### Suggested Integrations with Other Home Economics Concepts

| | | |
|---|---|---|
| Bank I | Concept 3.12 | Reading Food Labels |
| Bank I | Concept 4.11 | Reading Labels |
| Bank I | Concept 4.12 | Reading Advertisements |
| Bank I | Concept 4.22 | Writing Letters About Consumer Concerns |
| Bank I | Concept 4.24 | Writing About Consumer Experience |
| Bank II | Concept 3.10 | Effects of Food |
| Bank II | Concept 3.21 | Motivations |
| Bank II | Concept 3.31 | Nutrients |
| Bank II | Concept 3.32 | Functions of Nutrients |
| Bank II | Concept 3.33 | Sources of Nutrients |
| Bank II | Concept 3.34 | Energy Needs |
| Bank II | Concept 3.35 | Daily Food Needs |
| Bank II | Concept 4.12 | Effects of Advertising |
| Bank III | Concept 1.14 | Crime |
| Bank III | Concept 3.13 | Processing |
| Bank III | Concept 4.21 | Being Informed |
| Bank III | Concept 4.32 | Fraud/Deception |
| Bank III | Concept 4.33 | Making Complaints |

### Suggested Integrations with Other Subject Matter Areas

Language Arts/Art. Write and perform a skit depicting a food fraud. Have class determine what clues indicated a fraud. Have students make up their own false advertisement of a food so the public would buy their product. Write a letter of complaint concerning a fraudulant/deceptive advertisement or practice.

Social Studies. Study effects of student-made advertisement and vote on best (democracy voting).

Research government and consumer organizations concerned with food-related fraud. Find and share with class current articles involving fads or frauds.

Health. Study the effects of food fads and frauds on the health of individuals. Interview or invite to class a health worker to learn about current fads/frauds.

Bank II: SELF KNOWLEDGE, SELF-UNDERSTANDING, DECISION MAKING Area: 3.00 FOODS/NUTRITION

Concept: 3.30 FOOD NEEDS (Nutrients)

Competency: 3.30 The learner will recognize food needs and how these needs are fulfilled.

Learner Outcome/Evaluation:

3.31 The learner will define the term nutrient and list the major classes of nutrients.

| Learning Activities | Resources/Supplements |
|---|---|
| View Part I: Introduction of the PROJECT NUTRITION filmstrip. Watch and listen to find out the names of the basic nutrients and what each does. | Filmstrip: Part I: Introduction, PROJECT NUTRITION. Kellogg Co., 1979. |
| Play Dictionary Speed Game to find definitions of basic terms. | Supplement 3.31. Dictionary Speed Game. |
| View the transparency and review the 6 main nutrients. Discuss examples of each at the right. | Supplement 3.31. The 6 Classes of Nutrients. |
| Divide into teams to make word games (including clues) for the 6 nutrients. Exchange games. See how quickly you can solve another team's game. | |
| Read or view a film or filmstrip to determine why you need nutrients. | Dunn & Peeler. Living, Learning, and Caring. Ginn, 1981, pp. 225-244.<br>USDA. Food is More Than Just Something to Eat, 1979.<br>Filmstrip: How Food Becomes Part of You. YOU ARE WHAT YOU EAT: NUTRITION FOR YOUNG PEOPLE. Guidance Assoc.<br>Film: How a Hamburger Becomes You.<br>Filmstrip: You're the Leader. YOUR BODY FOR LIFE. Tupperware. |

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## Bank II - Outcome 3.31 Nutrients

### Suggested Integrations with Other Home Economics Concepts

| | | |
|---|---|---|
| Bank I | Concept 3.14 | Reading Terminology |
| Bank I | Concept 3.16 | Reading Charts & Graphs |
| Bank I | Concept 3.50 | Perceiving |
| Bank II | Concept 3.10 | Effects of Food |
| Bank II | Concept 3.32 | Functions of Nutrients |
| Bank II | Concept 3.33 | Sources of Nutrients |
| Bank II | Concept 3.35 | Daily Food Needs |
| Bank II | Concept 3.40 | Food Choices |
| Bank III | Concept 3.12 | Food Forms |
| Bank III | Concept 3.13 | Processing |

### Suggested Integrations with Other Subject Matter Areas

Science. Study where the various nutrients can be found and how they received their classifications.

Language Art. Learn to spell the nutrients. Write stories with the nutrients being the characters and giving facts that could be attention getting or funny.

Social Studies. Research where various crops and products are grown and what other cultures eat to get their nutrients.

Art. Make puppets for nutrients to use in a puppet show.

Bank II: SELF-KNOWLEDGE, SELF-UNDERSTANDING, DECISION-MAKING Area: 3.0 FOODS/NUTRITION

Concept: 3.30 FOOD NEEDS (Functions of Nutrients)

Competency: 3.30 The learner will recognize food needs and how these needs are fulfilled.

Learner Outcome/Evaluation:

3.32 Given a list of nutrients and their functions, the learner will match the nutrient to its function.

| Learning Activities | Resources/Supplements |
|---|---|
| Take the Nutrition Pretest. How did you score? | Nutrition Pretest. PROJECT NUTRITION. Kellogg Co., 1979, Activity 1. |
| Make a bulletin board Put Some Nutrients in Your Tank. Include 6 pumps labeled with the basic nutrients. | |
| Divide into 6 teams. Each team select a different basic nutrient and create advertisements or commercials using various advertising appeals for the nutrient. Use references as needed. Display or present to entire class. Bring out what each nutrient does for you. | Guide to Wise Food Choice. National Dairy Council.<br>Kowtaluk. Discovering Food. Bennett, 1980, p. 11.<br>Kelly & Landers. Today's Teen. Bennett, 1977, pp. 328-334.<br>Kelly & Eubanks. Today's Teen. Bennett, 1981, pp. 328-334.<br>Poster: Vitamins and Minerals. PROJECT NUTRITION. Kellogg Co.<br>Filmstrip: Part II: Nutrients and Your Body. PROJECT NUTRITION. Kellogg Co. |
| Do the skit Let's Play Nutrition. Why do you need all the nutrients? | Supplement 3.32. Let's Play Nutrition. |

Bank II - Outcome 3.32

| Learning Activities | Resources/Supplements |
|---|---|
| Make a jigsaw puzzle of nutrient functions. Make a square on heavy paper. Draw irregular lines to divide square into 6 parts. Color each section a different color. Subdivide each section and write a nutrient function on each of the small parts. (Various functions of vitamins might be on green, etc.) Cut apart and exchange with another student. After you put someone's puzzle together identify the nutrients from functions listed. Check with supplement | Supplement 3.32. The ABCs of Nutrients. |
| Discuss how the body is like the jigsaw puzzle: it needs all the nutrients. Add a blurb to the bulletin board, "I'll take some of each." | |
| Play Nutri Base and/or Nutri Review. Make up 25 questions for the latter. | Supplement 3.32. Nutri Base.<br>Supplement 3.32. Nutri Review. |
| Complete Nutrient Match in the Supplements or read The Race Is On and complete the activities. | Supplement 3.32. Nutrient Match.<br>Activity Sheets: The Race is On. FOOD . . .YOUR CHOICE Level 3. National Dairy Council, 1980, Unit One, Activities 4A-4F. |
| Study the posters or transparencies Nutrients and You. Discuss why people say "Food becomes you." In what way is this correct? Is it partly wrong? | Supplement 3.32. Nutrients and You. |

Bank II - Outcome 3.32     Functions of Nutrients

| Suggested Integrations with Other Home Economics Concepts | Suggested Integrations with Other Subject Matter Areas |
|---|---|
| Bank II Concept 1.21 Physical Changes<br>Bank II Concept 3.10 Effects of Food<br>Bank II Concept 3.20 Why We Eat<br>Bank II Concept 3.30 Food Needs<br>Bank II Concept 3.40 Food Choices<br>Bank III Concept 3.10 Food Supply | Health or Science. Trace food as it enters the body and show how it is digested and the body uses it. (the food)<br>Art. Make a poster of the body and show digestion and how food is used in the body.<br>Language Art. Study vocabulary words and the definitions. |

Bank II: SELF-KNOWLEDGE, SELF-UNDERSTANDING, DECISION-MAKING Area: 3.0 FOODS/NUTRITION

Concept: 3.30 FOOD NEEDS (Sources of Nutrients)

Competency: 3.30 The learner will recognize food needs, and show those needs are fulfilled.

Learner Outcome/Evaluation:

3.33 The learner will identify good food sources for each basic nutrient.

| Learning Activities | Resources/Supplements |
|---|---|
| Refer to the bulletin board from Outcome 3.32, Put Some Nutrients in Your Tank. Discuss that food is the usual source of all these nutrients. | |
| View filmstrip and read to find out what foods are rich in each nutrient. | Kowtaluk. Discovering Food. Bennett, 1978, p. 11.<br>Foster et al. Creative Living. Maclean Hunter, 1979, pp. 248-253.<br>Creasy & Creasy. Exploring Foods. Prentice Hall, 1981, pp. 13-29.<br>Kelly & Landers. Today's Teen. Bennett, 1977, pp. 328-334.<br>Kelly & Eubanks. Today's Teen. Bennett, 1981, pp. 328-334.<br>Filmstrip: Part III, Nutrients in Food. PROJECT NUTRITION. Kellogg Co., 1979.<br>Supplement 3.33. ABC's of Nutrients. |
| Study the Comparison Cards and select best sources of nutrients. | Comparison Cards. National Dairy Council. |

Bank II - Outcome 3.33

| Learning Activities | Resources/Supplements |
|---|---|
| | Teacher's Guide: How Your Body Uses Food. Dairy Council. |
| Conduct experiments to identify foods that contain starch and minerals. | Experiment Worksheets: Color Tells The Starch Story and Get Your Minerals While They're Hot. FOOD...YOUR CHOICE, Level 3. National Dairy Council, 1980, Unit One Activity 10c - 10d. |
| Play a game to reinforce knowledge of good food sources of each nutrient. | Supplement 3.33. Righto.<br>Supplement 3.33. Where The Nutrient Is.<br>Game: Soup's On. Dictor Systems.<br>Game: Zingo Food Bingo. YOUR BODY FOR LIFE. Tupperware. |
| Complete study sheets to check your knowledge and understanding of sources of nutrients. Refer to posters and visuals if you need to. | Worksheets: PROJECT NUTRITION. Kellogg Co., 1979, Act. 10-14.<br>Support Your Food Choices. FOOD...YOUR CHOICE, Level 3. National Dairy Council, 1980. Unit One 13B.<br>Supplement 3.33. Find a source.<br>Supplement 3.32. Nutrients and You. |

Bank II - Outcome 3.33 Sources of Nutrients

### Suggested Integrations with Other Home Economics Concepts

| | | |
|---|---|---|
| Bank I | Concept 3.15 | Reading Terminology |
| Bank I | Concept 3.30 | Communicating |
| Bank II | Concept 3.31 | Nutrients |
| Bank II | Concept 3.32 | Functions of Nutrients |
| Bank II | Concept 3.35 | Daily Food Needs |
| Bank III | Concept 3.10 | Food Supply |

### Suggested Integrations with Other Subject Matter Areas

Science. Study soil and use of land to show where products can be produced. What is the effect of poor soil?

Social Studies. Research how other cultures eat and how they eat to get the various nutrients.

Math. Compare the nutrients in different foods through use of various basic math operations. Make comparison cards for foods for which none are available.

Health. Find out the extent of vitamin and mineral supplements people take. Check diets to find out circumstances when supplements might be needed.

Bank II: SELF-KNOWLEDGE, SELF-UNDERSTANDING, DECISION MAKING Area: 3.0 FOODS/NUTRITION

Concept: 3.30 FOOD NEEDS (Energy Needs)

Competency: 3.30 The learner will recognize food needs and how these needs are fulfilled.

Learner Outcome/Evaluation:

3.34 Given a list of foods, the learner will identify foods high and low in calories.

| Learning Activities | Resources/Supplements |
|---|---|
| View filmstrip or read about energy from food. Discuss the relationship between calorie, nutrient, and energy. Joule is the metric way to measure energy. Have you heard that term? Why do people talk as if calories are bad for you? | Filmstrip: Part IV: Calories and Nutrients. PROJECT NUTRITION. Kellogg Co.<br>Dunn & Peeler. Living, Learning, and Caring. Ginn, 1981, p. 265.<br>Foster et al. Creative Living. Maclean Hunter, 1979, pp. 243-244. |
| Complete the Fast Food Calorie Count worksheet. Were you right about the number of calories? | Supplement 3.34. Fast Food Calorie Count. |
| Look at the calories for different foods on Food Models or find a calorie chart. Discuss what you consider high and what you consider low in calories. Begin sorting so that the highest foods with the highest number of calories are displayed in one area, those with the fewest calories in another area. You may then start another area of foods with a moderate or average number of calories. | Food Models. National Dairy Council. |
| Discuss how the serving size affects the number of calories. Look at models and find foods that give a high number of calories in relation to the amount. Compare foods that have a lot of fat in them with other types of food in relation to amount vs. calories. | |

Bank II - Outcome 3.34

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| Learning Activities | Resources/Supplements |
|---|---|
| If you need 2400-2800 calories a day, how much of the following would give you that much energy: baked potatoes, milk, spinach, bread, hamburger patty, butter, cake? Discuss how concentrated those foods are in relation to calories. | |
| Examine the Comparison Cards for the percentage of calories a food gives (check serving size) of the total for the day. Do you think we should consider what else a food has in it in deciding whether a food is high or low calorie? What would be wrong with getting the right number of calories per day without the other nutrients? | |
| Play Skinny Minny from Nourish or Map a Calorie Route to become more familiar with calories in food. | Game: Nourish: The Nutrition Game. Fun With Food.<br>Supplement 3.34. Map a Calorie Route. |
| Discuss why it is not very accurate to say that a food is fattening or not fattening.<br>1. Any food you eat that gives more calories than your body needs is "fattening".<br>2. Some foods do not produce concentrated energy. You would need to eat over 300 8-inch celery sticks to get 2500 calories. Foods such as celery do give calories but not as many. | |
| Review by completing worksheets. | Worksheets. PROJECT NUTRITION. Kellogg Co., 1979, No. 17-18. |

Bank II - Outcome 3.34 Energy Needs

## Suggested Integrations with Other Home Economics Concepts

| | | |
|---|---|---|
| Bank I | Concept 3.12 | Reading Food Labels |
| Bank I | Concept 3.16 | Reading Charts & Graphs |
| Bank I | Concept 3.41 | Computing Calories |
| Bank I | Concept 3.43 | Measuring Weights & Volumes |
| Bank I | Concept 3.52 | Perceiving Portions |
| Bank II | Concept 3.11 | Effects of Food |
| Bank II | Concept 3.20 | Why We Eat |
| Bank II | Concept 3.32 | Functions of Nutrients |
| Bank II | Concept 3.35 | Daily Food Needs |
| Bank II | Concept 3.40 | Food Choices |

## Suggested Integrations with Other Subject Matter Areas

Physical Education. Demonstrate how much energy is used in different types of activities.

Health. Study how different people's body uses energy in different way. (metabolism)

Art. Posters on bulletin boards of food high and low in calories and demonstrate these by using "eye-catching" titles.

Math. Discover how many calories it takes for various activities. Using this information have students compute the calories they have eaten each day with the energy used.

Social Studies. Compare the calorie intake of people in developing countries with that of Americans. Which energy producing nutrient is most likely to be lacking? What are the consequences?

Bank II: SELF-KNOWLEDGE, SELF-UNDERSTANDING Area: 3.0 FOODS/NUTRITION

Concept: 3.30 FOOD NEEDS (Daily Food Needs)

Competency: 3.30 The learner will recognize food needs and how these needs are fulfilled.

Learner Outcome/Evaluation:

3.35 Given a checksheet and foods eaten during one day, the learner will determine what foods are lacking for a balanced diet.

| Learning Activities | Resources/Supplements |
|---|---|
| Examine the food groups in the poster Guide to Good Eating. Why is this called a recommended daily pattern? What nutrients does each group include? Why are some foods classified as "others"? | Guide to Good Eating. National Dairy Council, 1977. |
| Record all the foods and amounts you have eaten for a day. Are you missing some foods? If so, what? | Supplement 3.35. I Ate It All.<br>Supplement 3.35. My Daily Food. |
| Write all of the foods you can think of on a piece of paper. Put "smiley faces" on all the foods you like. Put an "X" through all the foods you dislike. Classify the foods you like/dislike by food group. | |
| View filmstrip and/or read to determine in which food group foods are placed and what makes up a serving. Can you find foods in each group that you will include in your diet? | Filmstrips: FOOD FOR LIFE. Tupperware.<br>Filmstrips: What Foods People Need. NUTRITION FOR YOUNG PEOPLE. Guidance Assoc.<br>USDA. What's to Eat? 1979, pp. 92-97.<br>USDA. Food. 1979, pp. 2-10.<br>Creasy & Creasy. Exploring Foods. Prentice-Hall, 1980, p. 29.<br>Kowtaluk. Discovering Food. Bennett, 1978, pp. 10-15. |

Bank II - Outcome 3.35

| Learning Activities | Resources/Supplements |
|---|---|
| | Foster. Creative Living. Maclean Hunter, 1979, pp. 248-253. |
| | Dunn & Peeler. Living, Learning and Caring. Ginn, 1981. pp. 253-259. |
| Play a game to review basic food groups. | Supplement 3.35 Basic 4 Nutrition Bingo. |
| | Game: Soup's On. Dietor System |
| | Supplement 3.35. Basic Food Groups Word Find. |
| | Supplement 3.35. Food Name Game. |
| Complete the worksheet Classified Information to check your learning. | Supplement 3.35. Classified Information. |
| Use food models as you tell a story of a character who has a food group lacking or deficient. Let the class identify what is missing. | |
| Select foods from pictures in magazines or use Food Models and place them in correct food groups. | Food Models. National Dairy Council. |
| Review your chart on recording foods eaten and list ways you can improve your daily diet. | |

Bank II - Outcome 3.35 Daily Food Needs

### Suggested Integrations with Other Home Economics Concepts

| | | |
|---|---|---|
| Bank I | Concept 3.11 | Reading Menus |
| Bank I | Concept 3.16 | Reading Charts & Graphs |
| Bank I | Concept 3.52 | Perceiving Portions |
| Bank I | Concept 4.11 | Reading Labels |
| Bank II | Concept 3.10 | Effects of Food |
| Bank II | Concept 3.31 | Nutrients |
| Bank II | Concept 3.33 | Sources of Nutrients |
| Bank II | Concept 3.34 | Energy Needs |
| Bank II | Concept 3.40 | Food Choices |
| Bank III | Concept 2.31 | Solving Own Problems |
| Bank III | Concept 2.33 | Accepting Consequences |
| Bank III | Concept 3.24 | Simple Preparation |

### Suggested Integrations with Other Subject Matter Areas

Language Art. Debate the importance of a well balanced diet.

Health or Science. Discover the effects of a poor diet on the body.

Drama. Write a play or skit to show a person with a well balanced diet vs. a poor diet. This could be humorous but informative.

Social Studies or History. Study the effects that poor diet has played on historical events. Ex: sailors on long voyages, Westward movement, wars, floods, etc.

Bank II: SELF-KNOWLEDGE, SELF-UNDERSTANDING, DECISION MAKING Area: 3.0 FOODS/NUTRITION

Concept: 3.40 FOOD CHOICES (Snacking)

Competency: 3.40 The learner will differentiate between good and poor food choices.

Learner Outcome/Evaluation:

3.41a Given a list of common snack foods, the learner will identify those that have high nutritive value.

| Learning Activities | Resources/Supplements |
|---|---|
| Discuss the bulletin board. What do you think makes a snack high or low in nutritive value? | Supplement 3.41a. Some Snacks Are High in Value.... Some Are Low. |
| Take a poll to see what the most common snack foods are. Use Comparison Cards to find the calories and nutritive value of each. Look up in a chart any you do not find in the cards. | Comparison Cards. National Dairy Council. |
| View filmstrips and read to find out more about the nutritive value of snacks. Find ideas for snack foods that are high and low in nutrients. Place around the bulletin board to show which they are. Show the number of calories and rate for vitamins, minerals, and protein. | Filmstrip: Eating Isn't Just Another Habit. Pepperidge Farms. Frames 57-79.<br>Filmstrips: SNACKS: THE FOOD YOU HATE TO LOVE. Learning Seed.<br>Creasy & Creasy. Exploring Foods. Prentice Hall, 1981, pp. 50-72.<br>USDA. What's to Eat? 1979, pp. 100-101.<br>USDA. Food. 1979, pp. 11-12.<br>Kelly & Landers. Today's Teen. Bennett, 1977, pp. 340-342.<br>Kelly & Eubanks. Today's Teen. Bennett, 1981, pp. 340-342. |

## Bank II - Outcome 3.41a

| Learning Activities | Resources/Supplements |
|---|---|
| View transparancies and discuss the problem of sugar in snack foods. The average American eats 130 pounds of sugar and sweeteners in a year. Foods with natural sugar probably also contain other nutrients needed by the body. Added sugar is pure carbohydrate. When would you want to avoid sugar? Is sugar always undesirable? What types of sweet foods promote tooth decay? Choose the foods that provide nutrients in addition to sugar. Which have only carbohydrates? Which have natural sugar? Which have added sugar? Which have both? | Supplement 3.41a. How Sweet It is. |
| Discuss the problems caused by too many or too frequent snacks. | |
| View the transparency to see how sugar may lead to tooth decay. Ask a dentist to talk about snacks and tooth decay. How can sticky foods be removed at home? Away from home? | Supplement 3.41a. The Decay Process. |
| Find examples of snack foods that have high vitamin and mineral content but are relatively low in calories. Find others that are high in vitamins and minerals as well as in calories. Look for some that also have protein. When might you need some protein in snacks? | |
| Have a tasting party of nutritious snacks. Compare calories in different snack foods. Make a display of various snack foods in 100 calorie portions. Discuss extra calories you add--butter, dressings, sugar. | |

SEE OUTCOME 3.41b FOR INTEGRATIONS.

**Bank II:** SELF-KNOWLEDGE, SELF-UNDERSTANDING, DECISION MAKING **Area:** 3.0 FOODS/NUTRITION

**Concept:** 3.40 FOOD CHOICES (Snacking)

**Competency:** 3.40 The learner will differentiate between good and poor food choices.

**Learner Outcome/Evaluation:**

3.41b Given a case study describing snack choices, the learner will determine good and poor choices and justify his/her decision.

| Learning Activities | Resources/Supplements |
|---|---|
| Play the game Snack Tracks and become familiar with good snacking habits. | Supplement 3.41b. Snack Tracks. |
| Review what you need for a healthy diet each day by picking basic nutrients and food groups out of foods on the poster. Discuss how snacks can be used to provide the nutrients you need for the day. | Poster: Your Snacks: Chance or Choice? National Dairy Council. |
| Read the case studies and select nutritious snacks for the people. Remember, what is a nutritious snack varies with the person and what else he/she has eaten that day. | Supplement 3.41b. Choosing Snacks. |
| Be a Super Snack Sleuth and find recipes for snacks to fit different people (underweight person, overweight person, meal skipper, junk food "junkie", younger child, older person). | |
| Complete the word scramble to find empty calorie foods. | Supplement 3.41b. Word Scramble for Empty Calorie Foods. |
| Take part in the Snack In-basket and total your calories. What nutrients did you get? How do you rate your choices? | Supplement 3.41b. Snack In-basket. |

| Learning Activities | Resources/Supplements |
|---|---|
| Make a bulletin board of Garfield having a Snack Attack. Show some recommended snacks. | Use resources cited in this and previous lessons for the remaining activities. Also see materials from:<br>Selective Snackology. California Raisin Board.<br>Snacks. Banana Bunch. |
| Have a snack sale with products labeled with their calorie and nutrient content. Develop some ads for the products you have for sale. | Pepperidge Farm<br>Campbell Soup Co.<br>Del Monte Kitchens<br>General Foods Consumer Center<br>General Mills<br>H. J. Heinz<br>Hunt-Wesson Foods<br>Kellogg Co.<br>National Dairy Council<br>Oscar Mayer Co.<br>United Fresh Fruit & Vegetable Assoc.<br>Poultry and Egg Board<br>Government Publications |
| Make a recipe booklet with nutritious snack foods. Include calorie count as well as nutrient content. | |
| Have a Snack Exchange with an Adult Roles & Functions class. The ARF teacher may have snack recipes from the Additional Activities and Supplements for the ARF curriculum (not in the original materials). | |

## Bank II Outcome 3.41 Snacking

### Suggested Integrations with Other Home Economics Concepts

| | | |
|---|---|---|
| Bank I | Concept 2.16 | Reading Charts and Graphs |
| Bank I | Concept 2.21 | Writing Directions |
| Bank I | Concept 2.22 | Writing Messages |
| Bank I | Concept 3.11 | Reading Menus |
| Bank I | Concept 3.12 | Reading Food Labels |
| Bank I | Concept 3.13 | Reading Recipes |
| Bank I | Concept 3.14 | Reading Directions |
| Bank I | Concept 3.15 | Reading Terminology |
| Bank I | Concept 3.16 | Reading Charts and Graphs |
| Bank I | Concept 3.21 | Writing Recipes |
| Bank I | Concept 3.41 | Computing Calories |
| Bank I | Concept 3.43 | Measuring Weights and Volumes |
| Bank I | Concept 3.44 | Computing Food Costs |
| Bank I | Concept 3.50 | Perceiving |
| Bank II | Concept 2.10 | Values/Feelings |
| Bank II | Concept 3.10 | Effects of Food |
| Bank II | Concept 3.20 | Why We Eat |
| Bank II | Concept 3.30 | Food Needs |
| Bank II | Concept 3.42 | Eating Out |
| Bank II | Concept 4.10 | Needs and Wants |
| Bank III | Concept 1.20 | How Families Differ |
| Bank III | Concept 1.30 | Rights and Responsibility |
| Bank III | Concept 1.40 | Responsibility for Children |
| Bank III | Concept 3.20 | Self-sufficiency in the Kitchen |
| Bank III | Concept 3.30 | Working with Others |
| Bank III | Concept 4.10 | Income and Spending |
| Bank III | Concept 4.20 | Consumer Responsibility |
| Bank III | Concept 4.30 | Consumer Rights |

### Suggested Integrations with Other Subject Matter Areas

Health. Invite a dentist to discuss the advantages and disadvantages of snacking.

Art. Create a group of character drawings doing various activities and supply a snack that would be compatible with the activities.

History. Go over snacks that were eaten in the earlier days and compare them with snacks of today.

Math. Make a chart comparing the cost of various snacks and see which is the most economical to buy.

Science. Make a bulletin board of snack packages showing the calorie and nutrient content found in each.

Industrial Arts. Study the technology of packaged snack foods.

Social Studies. Study the impact of American snacks on other parts of the world. Find out why carbonated beverages were first sold in drugstores.

Health and Physical Education. Explore the relationship between our snacking habits in the U.S. and the current physical fitness emphasis.

**Bank II:** SELF-KNOWLEDGE, SELF-UNDERSTANDING, DECISION MAKING **Area:** 3.0 FOODS/NUTRITION

**Concept:** 3.40 FOOD CHOICES (Eating Out)

**Competency:** 3.40 The learner will differentiate between good and poor food choices.

**Learner Outcome/Evaluation:**

3.42 Given a restaurant menu, the learner will select foods that meet criteria for a nutritious meal.

| Learning Activities | Resources/Supplements |
|---|---|
| Discuss the bulletin board Eating Out. Why do we eat out so much? What can you eat at each place? Add names of places like each on the bulletin board. Add more pictures as you think of other types of places to eat out. Check the phone book. Also consider places in larger cities. | Supplement 3.42. Eating Out. |
| View filmstrips about eating out. Concentrate on types of places to eat, what you can get, choice of how you can order, and getting a nutritious meal. Compare the nutrient value and cost of fast foods with that of other places to eat or at home. | Filmstrip: Dining Out. ETIQUETTE FOR TEENAGERS. Brunswick.<br>Filmstrip: Selecting and Eating in a Restaurant. Interpretative Education.<br>Teacher Reference: Hamilton & Whitney. Nutrition Concepts and Controversies. West, 1979. Appexdix G - Fast Foods Composition. |
| Post menus from different types of restaurants. Simulate Chamber of Commerce. Divide into 2 teams--one being customers and the other the Chamber of Commerce. Students who are customers will say, "I'd like a nice__________to eat." The Chamber of Commerce team must then suggest where the food or meal can be purchased. If they cannot make a suggestion, they may try to sell the customer on another idea. If they cannot persuade the customers on the substitution, say, "Solly, Chollie. Eat at home." Reverse assignments if time permits. | Burns & Eddy. Using Menus. Enrich, 1979.<br>Menu supplements from Bank I and other menus collected for Bank I. |

Bank II - Outcome 3.42

| Learning Activities | Resources/Supplements |
|---|---|
| Make a bulletin board or posters of the calories, other nutrients, and price of various fast foods. Discuss how to improve your choices and what effect your selections should have on other foods you eat that day. | |
| Discuss how to choose the place to eat according to what you want. Also discuss making a good choice if the place has already been decided. | |
| Divide into groups and take part in the simulation Where to Eat/What to Eat. Then evaluate the decisions made by another group. Have a rerun to make changes that would have improved the selections. | Supplement 3.42. What to Eat/Where to Eat. |
| Compare the cost and nutritive value of lunch at the school cafeteria with what you might choose as an alternative. (Do comparisons for a day or a week.) Add the cost and nutrient value of any snacks you have at school. Which plan costs less? Has more nutritional value? Write down what else you would need to round out your diet for the day to meet all your food needs. | |
| Check the cost and nutrient value of snacks sold at school (vending machines, other means of selling). If you find that nutritional snacks are sold, write some ads to promote their sale. If they have mostly "empty calories," see what you can do about getting a change. Establish committees and plan your campaign. | |

Bank II - Outcome 3.42

| Learning Activities | Resources/Supplements |
|---|---|
| Save your money and go to a restaurant as a class for a meal. Choose a place that provides a wide selection.<br>Or<br>Plan a restaurant simulation at school. Choose the type of eating establishment you will have. On menus list nutritive value as well as price. | |

## Bank II Outcome 3.42 Eating Out

### Suggested Integrations with Other Home Economics Concepts

| | | |
|---|---|---|
| Bank I | Concept 1.33 | Communicating with the Telephone |
| Bank I | Concept 1.34 | Communicating with Manners |
| Bank I | Concept 3.11 | Reading Menus |
| Bank I | Concept 3.31 | Ordering Food |
| Bank I | Concept 3.32 | Communicating Food Preferences and Needs |
| Bank I | Concept 3.41 | Computing Calories |
| Bank I | Concept 3.44 | Computing Food Costs |
| Bank I | Concept 3.51 | Perceiving Flavors/Aroma/Texture |
| Bank I | Concept 3.52 | Perceiving Quality |
| Bank II | Concept 2.50 | Decision Making |
| Bank II | Concept 3.10 | Effects of Food |
| Bank II | Concept 3.20 | Why We Eat |
| Bank II | Concept 3.30 | Food Needs |
| Bank II | Concept 3.41 | Snacking |
| Bank II | Concept 4.10 | Why Buy |
| Bank II | Concept 4.20 | Consumer Decisions |
| Bank III | Concept 1.22 | Lifestyle |
| Bank III | Concept 1.23 | Family Heritage |
| Bank III | Concept 1.42 | Caring for Children |
| Bank III | Concept 3.31 | Food Safety and Sanitation |
| Bank III | Concept 3.33 | Meal Service |
| Bank III | Concept 3.34 | Manners |
| Bank III | Concept 4.10 | Income and Spending |
| Bank III | Concept 4.20 | Consumer Responsibilities |
| Bank III | Concept 4.30 | Consumer Rights |
| Bank III | Concept 4.40 | What is a Bargain |
| Bank III | Concept 5.20 | Interpersonal Relationships |
| Bank III | Concept 5.30 | Interdependence of Workers |
| Bank III | Concept 5.40 | Career Planning |

### Suggested Integrations with Other Subject Matter Areas

History/Social Studies. Do a research paper on the beginning of the fast food restaurant. List as many fast foods restaurants as possible.

Research the situation in Boston that led reformers to fight for a school food service program (custodians prepared and sold food to children).

Industrial Arts. Study the differences and similarities between Ind. Arts. processes and the technology found in the fast food chain.

Math. Figure out which fast food restaurant is the least expensive and has the most nutritious food.

Physical Education/Health. Compare restaurants to see which one would supply more nutrients to an athlete.

Language Arts. Find passages describing inns and other places to eat out from stories, novels, or biographies.

Art. Make a mural showing where America eats out.

Career Education (and/or others). Explore the scope of the Food Service Industry.

## BANK II SUPPLEMENT LIST

## AREA 3.0 FOODS/NUTRITION

| No. | Title of Supplement | Page |
|---|---|---|
| 3.11 | Promises, Promises: | II-fn-2 |
| 3.11 | Your Best Self | II-fn-3 |
| 3.11 | Try This for Size | II-fn-6 |
| 3.11 | Sports Scramble | II-fn-7 |
| 3.21 | Why Do You Eat the Foods that You Do? | II-fn-10 |
| 3.21 | Why We Eat | II-fn-11 |
| 3.31 | Dictionary Speed Game | II-fn-12 |
| 3.31 | The 6 Classes of Nutrients | II-fn-13 |
| 3.32 | Let's Play Nutrition | II-fn-14 |
| 3.32 | ABC's of Nutrients | II-fn-18 |
| 3.32 | Nutri-Base | II-fn-21 |
| 3.32 | Nutri-Review | II-fn-23 |
| 3.32 | Nutrient Match | II-fn-25 |
| 3.32 | Nutrients and You | II-fn-26 |
| 3.33 | Righto | II-fn-32 |
| 3.33 | Where the Nutrient Is | II-fn-36 |
| 3.33 | Find the Source | II-fn-39 |
| 3.34 | Fast Food Calorie Count | II-fn-40 |
| 3.34 | Map a Calorie Route | II-fn-41 |
| 3.35 | I Ate It All | II-fn-44 |
| 3.35 | My Daily Food | II-fn-45 |
| 3.35 | Basic 4 Nutrition Bingo | II-fn-46 |
| 3.35 | Four Food Groups Word Find | II-fn-48 |
| 3.35 | Food Name Game | II-fn-51 |
| 3.35 | Classified Information | II-fn-52 |
| 3.35 | Well-balanced Meal | II-fn-53 |
| 3.41a | Some Snacks are High | II-fn-55 |
| 3.41a | How Sweet It Is | II-fn-56 |
| 3.41a | The Decay Process | II-fn-57 |
| 3.41b | Snack Tracks | II-fn-58 |
| 3.41b | Choosing Snacks | II-fn-64 |
| 3.41b | Word Scramble for Empty Calorie Foods | II-fn-66 |
| 3.41b | Snack In-basket | II-fn-67 |
| 3.42 | Eating Out | II-fn-70 |
| 3.42 | Where to Eat/What to Eat | II-fn-71 |

Bank II - Area 3.0

Supplement 3.11
HEALTH, APPEARANCE, AND
PERFORMANCE
(checklist)

## PROMISES, PROMISES

Many promises have been made about what food will do for your HEALTH, APPEARANCE, and PERFORMANCE.

In the first column check statements people have said to you at some time.

In the last column check statements you think are probably true.

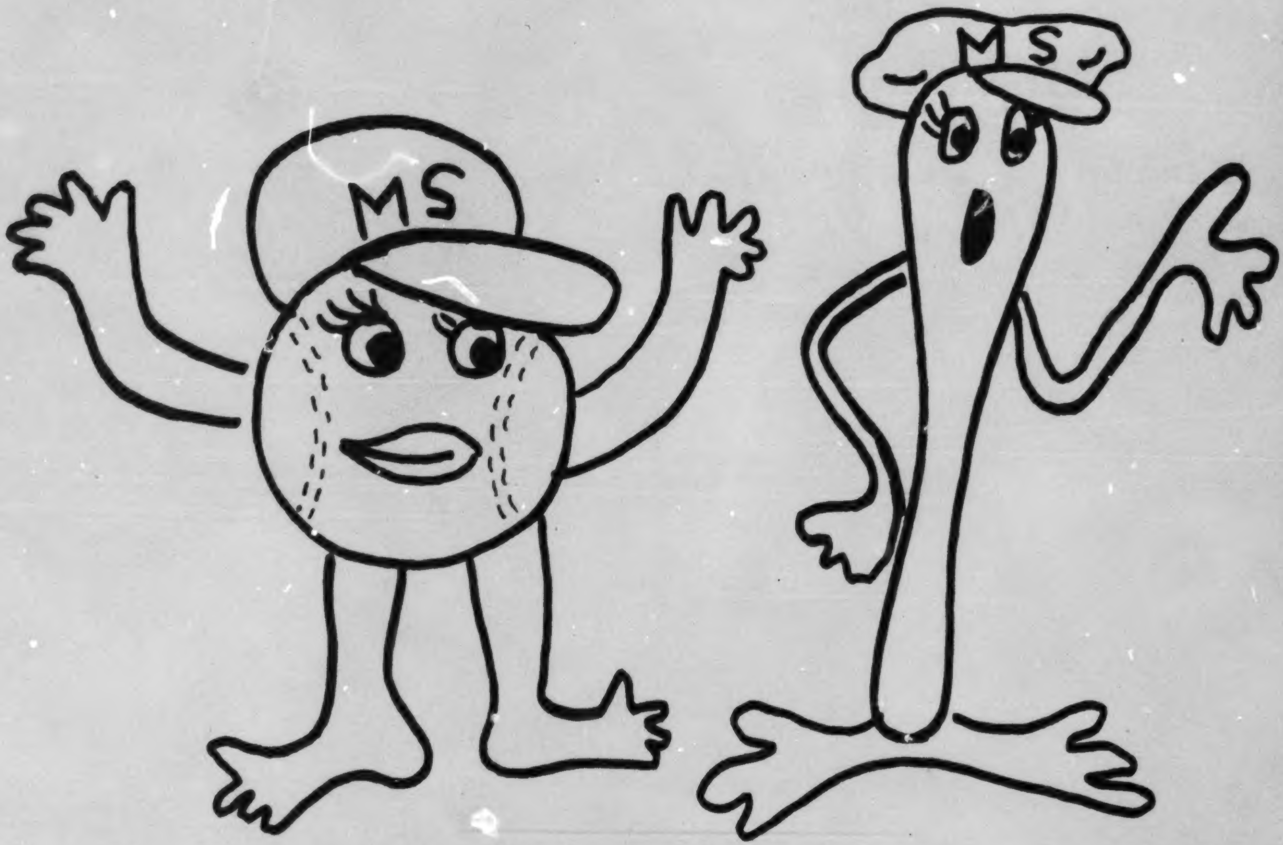
| Promises | Said to Me | I Believe |
|---|---|---|
| 1. Eating carrots makes your hair curly. | | |
| 2. Eat your spinach so you'll be strong like Popeye. | | |
| 3. Drink your milk so you'll have strong white teeth. | | |
| 4. Eat lots of meat so that you will make the team. | | |
| 5. If you eat your carrots you can see in the dark. | | |
| 6. Drinking gelatin will give you long, strong fingernails. | | |
| 7. Eat that fish to make you smarter. | | |
| 8. You'll eat those vegetables if you want to look like Farrah Fawcett. | | |
| 9. Lose 10 pounds if you want to be popular. | | |
| 10. Gain 10 pounds if you want to be popular. | | |
| 11. Eat your breakfast if you want to make good grades. | | |
| 12. Avoid all chocolate for a good complexion. | | |
| 13. Liver will put roses in your cheeks. | | |
| 14. The pounds will melt away if you eat nothing but____________. | | |
| 15. You'll eat everything on that plate if you ever expect to be a pro baseball player. | | |

Bank II - Area 3.0

Supplement 3.11
HEALTH, APPEARANCE, AND
PERFORMANCE
(reading/activity sheet)

## YOUR BEST SELF

Look in the mirror. Do you look most like: the ball, the bat, or a high-powered athlete?



Now, close your eyes and imagine your best self. What size and shape do you want to be? Do you want to be taller, thinner, heavier, or just have the rest of you catch up with the size of your feet? Do you want to be better looking? More popular? Make better grades? Do better in sports? Do you want to have more energy?

Many students between ages 10 and 14 go through a period of time when they just don't like themselves, when they would like to be anyone but themselves. Yet, our best bet in the long run is to develop into our own best self--not a carbon copy of someone else.

One reason that students sometimes don't like who they are is that they still look like children while their friends suddenly look like teenagers. Or they grow suddenly and find themselves twice the size of their classmates.

Growth between 10-14 is very uneven. If you look at a size chart of everyone in your class for each year, you would find that the average size each year shows a steady increase from one year to the next. But in reality, that is because Johnny grew suddenly at age 10. That brought up the average size of the group. Beth grew rapidly at 11. The average size of the class got bigger. At 12 several students brought up the average by sudden growth. That happens again at 13 and 14. You may be of average size part of the time between 10-14 but probably not each year.

Your hands, feet, or nose may seem too big part of the time. All parts of your body do not grow at the same rate.

Time takes care of many of these problems. In s few years there will be much less difference in size among students in one class than there is now. Just remember, if you have not had a sudden period of growth, you will. If you have grown several inches in a short time, you will not keep growing at the same rate.

Skin problems often go with your change to early adolescence. Again, when your system settles down, some of these problems disappear.

What you eat during this period of 10-14 years of age is very important. You need more food for energy, more food for growth, and more food to protect your system than most people. You need more nutrients and calories in proportion to your body size than you will as an adult.

Food is necessary for life and for growth. The food you eat (or don't eat) affects your health, appearance, and performance. Remember, however, that:

A. Right eating helps you become your best self--to reach your full potential. Your full potential is partly set by nature. No matter what you eat you won't be 6 feet tall unless you inherit that potential. Without right eating you may stop growing at 5 feet 10 inches even though you had the potential for more growth. (Most girls do not have the potential to be 6 feet tall, though.) Right eating won't change your heredity.

B. Sometimes people are mistaken in what they inherit. Being fat may seem to run in a family--but that is often because of what the whole family eats.

C. Results of what you eat or don't eat are not usually immediately apparent. People sometimes get discouraged too soon.

D. No one food is absolutely essential. It is the nutrients that are essential. Eating a variety of food is most likely to give you all the nutrients. In a few cases it is hard to get your requirements each day without a certain food. You have to eat very large quantities of other dairy products to make up for not drinking milk.

E. You may have to choose specific foods carefully to get some vitamins and minerals. You need vitamin C (and other water soluable vitamins) every day. You may also have to plan which foods give you vitamin A (just any vegetable won't). You could easily miss getting enough iron in your diet unless you pay particular attention. It plays a part in blood formation and you need extra iron right now.

F. Your body can only use so many nutrients. You are not likely to get too many nutrients through your food (except for those that give calories) but you can through vitamin/mineral supplements. If you eat more carbohydrate, fat, and protein than you need, it is stored as body fat.

Eating right will help you become your best self. Eating right now is important. Most people in our country do not have severe nutritional deficiency diseases. But a lower level of nutrients in your diet than you need will show up in many ways you never suspect. Some of you will have skin problems for a few years no matter what you eat. But the problems may be worse because of what you eat or don't eat. You may get tired easily no matter what you eat--but you will have more energy and stamina by eating right than you will otherwise.

Diet is important in helping you become your best self. It can't do it all, though, and time does help.

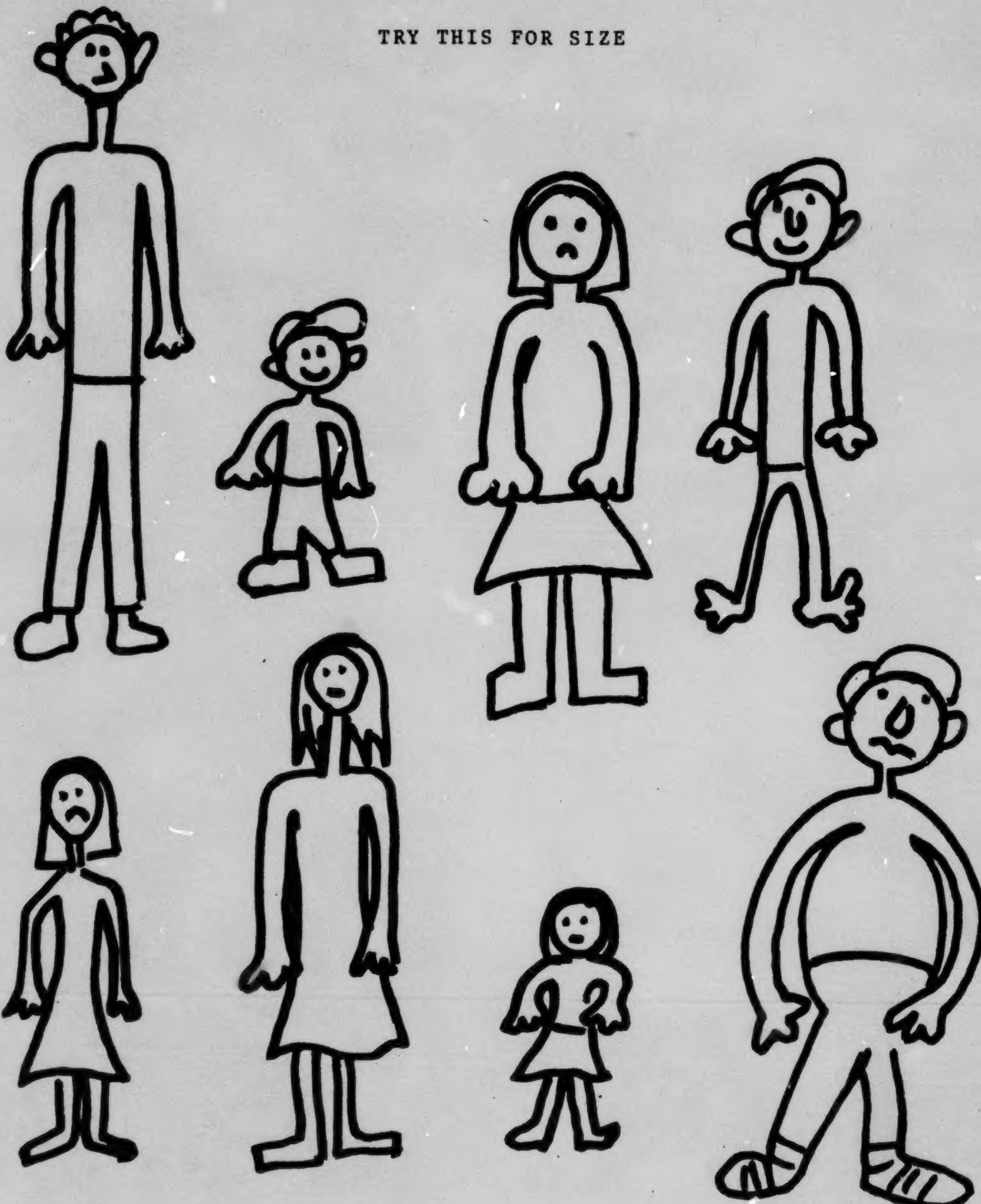
Answer the following questions:

1. What things about your appearance would you change if you could?
2. Do you get tired easily?
3. Are you sick a lot?
4. Do you make as good grades as you would like?
5. Are you as good in sports as you would like to be?
6. Do your friends turn against you because you are grouchy or moody?

Save your answers--you do not need to share them. Be looking for ways your food might help. Remember, though, food can't do it all.

(visual)

## TRY THIS FOR SIZE



BANK II - Area 3.0

Supplement 3.11
HEALTH, APPEARANCE, AND PERFORMANCE
(word game)

## SPORTS SCRAMBLE

In the center column unscramble the names of various athletic activities. In the right column, tell whether the activity requires high, medium or low energy output. You may use the chart on page 2 of this supplement. Check answers with key.

1. FGLO ____________ ____________
2. MWISMNIG ____________ ____________
3. AUQSSH ____________ ____________
4. CARMGNIH ____________ ____________
5. DOJU ____________ ____________
6. OTAFLOBL ____________ ____________
7. TAIGNKS ____________ ____________
8. WLOBNGI ____________ ____________
9. SNETNI ____________ ____________
10. LREWSTGNI ____________ ____________
11. SCITSANMYG ____________ ____________
12. QEOTRCU ____________ ____________
13. OXINBG ____________ ____________
14. CHERYAR ____________ ____________
15. LEIFD KECYHO ____________ ____________
16. NNNURGI ____________ ____________
17. DBATNMINO ____________ ____________
18. KCBEARSOH GDRIIN ____________ ____________
19. GHFSINI ____________ ____________
20. KAWLGNI ____________ ____________

## Approximate Energy Cost of Various Exercises and Sports

| | Calories Per Minute |
|---|---|
| Archery | 3.3 |
| Badminton | 4.9 |
| Basketball | 6.9 |
| Bowling | 3.0 |
| Boxing | 6.9 |
| Canoeing | |
| Leisure | 2.2 |
| Racing | 5.2 |
| Croquet | 3.0 |
| Cycling | |
| Leisure | 3.2 |
| Racing | 8.5 |
| Dancing | |
| Ballroom | 2.6 |
| "Wiggle" | 5.2 |
| Field Hockey | 6.7 |
| Fishing | 3.1 |
| Football | 6.6 |
| Golf | 4.3 |
| Gymnastics | 3.3 |
| Horseback Riding | |
| Galloping | 6.9 |
| Trotting | 5.5 |
| Walking | 2.1 |

| | Calories Per Minute |
|---|---|
| Judo | 9.8 |
| Marching (Rapid) | 7.1 |
| Running, Cross Country | 8.2 |
| Running, Horizontal | |
| 6 min./mile | 9.7 |
| 9 min./mile | 13.9 |
| Skating | 11.0 |
| Skiing | 5-13 |
| Skindiving | 10-13 |
| Squash | 10.6 |
| Swimming | |
| Breast Stroke | 8.1 |
| Crawl, Slow | 6.4 |
| Treading | 3-8 |
| Table Tennis | 3.4 |
| Tennis | 5.5 |
| Volleyball | 2.5 |
| Walking, normal pace | 4.0 |
| Wrestling | 14.0 |

## KEY

| | | |
|---|---|---|
| 1. | GOLF | LOW |
| 2. | SWIMMING | MEDIUM |
| 3. | SQUASH | HIGH |
| 4. | MARCHING | MEDIUM |
| 5. | JUDO | MEDIUM |
| 6. | FOOTBALL | MEDIUM |
| 7. | SKATING | HIGH |
| 8. | BOWLING | LOW |
| 9. | TENNIS | MEDIUM |
| 10. | WRESTLING | HIGH |
| 11. | GYMNASTICS | LOW |
| 12. | CROQUET | LOW |
| 13. | BOXING | MEDIUM |
| 14. | ARCHERY | LOW |
| 15. | FIELD HOCKEY | MEDIUM |
| 16. | RUNNING | HIGH |
| 17. | BADMINTON | LOW |
| 18. | HORSEBACK RIDING | MEDIUM |
| 19. | FISHING | LOW |
| 20. | WALKING | LOW |

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SOURCE: Judy Joyce, ESEA Title IV-C, Nutrition Education, Mercer County Schools, Princeton, W.Va. 24740

Supplement 3.21
MOTIVATIONS
(activity sheet)

## WHY DO YOU EAT THE FOODS THAT YOU DO?

People eat what they do for a variety of reasons. Below are listed some of the reasons why people eat the foods that they do. Number the reasons (on the lines to the right) according to why you choose to eat the foods that you do. Number 1 will be the most important reason you eat as you do, and number 10 will be the least important reasons that you eat the way you do. Feel free to add other reasons if you think of them.

WHAT DETERMINES THE FOODS THAT WE EAT? RANK ACCORDING TO IMPORTANCE:

How the food looks ____________

How the food tastes ____________

What your friends eat ____________

Ads that you saw for foods on television ____________

How attractive the food package is ____________

The nutritive value of the food ____________

What is served at home ____________

How sweet the product is ____________

How easy the food is for you to prepare ____________

How crunchy the food is ____________

---

SOURCE: L.A. Wodarski, C.L. Adelson, M.T. Todd, and J.S. Wodarski. Teaching Nutrition by Teams-Games-Tournaments: An Application of Behavioral Analysis. Maryland Agricultural Experiment Station, University of Maryland, College Park, 1979,

## WHY WE EAT

After the bank concert, your family takes you to the pizza shop.

While studying for a test, you eat crunchy snacks.

As soon as you get home from school, you go to the refrigerator to see what's there for a snack.

You didn't get up in time for breakfast. Between first and second period, you eat the sandwich from your bag lunch.

You always have lunch in the school cafeteria. After lunch you and your friends get some chips or crackers from the machine even though you're not hungry.

There's no one home when you get hone from school. You fix a snack and eat until your mother gets home from work.

Your grandparents are visiting from Mexico. Grandmother has prepared lunch of enchiladas and refried beans. These are your favorite foods.

Your team lost the game, and you could have made the play that won. You go home and eat a whole pizza.

You made an A on the English test and stop by the ice cream store for a banana split.

You're going to the movie with some friends. They are late. While you wait you eat some candy.

Your family is watching TV and eating snacks.

Your brother came home from the service, and your mother is cooking a very special dinner. All the family is coming.

You ate dinner before visiting your aunt. When you arrive at her home, you smell fresh-baked bread.

You're watching TV. An advertisement for hamburgers makes you decide to go out to a fast food restaurant for dinner.

You're doing your homework when some friends call and ask you to go to the ice cream shop. You aren't hungry and must finish your work, but agree to go anyway.

You're attending a club meeting. After the business session, refreshments are served.

# DICTIONARY SPEED GAME

Directions: Prepare 10 transparencies or posters with one of the following words on each:

| | |
|---|---|
| NUTRIENT | MINERAL |
| PROTEIN | WATER |
| CARBOHYDRATE | CALORIE |
| FAT | ENERGY |
| VITAMIN | MUSCLE |

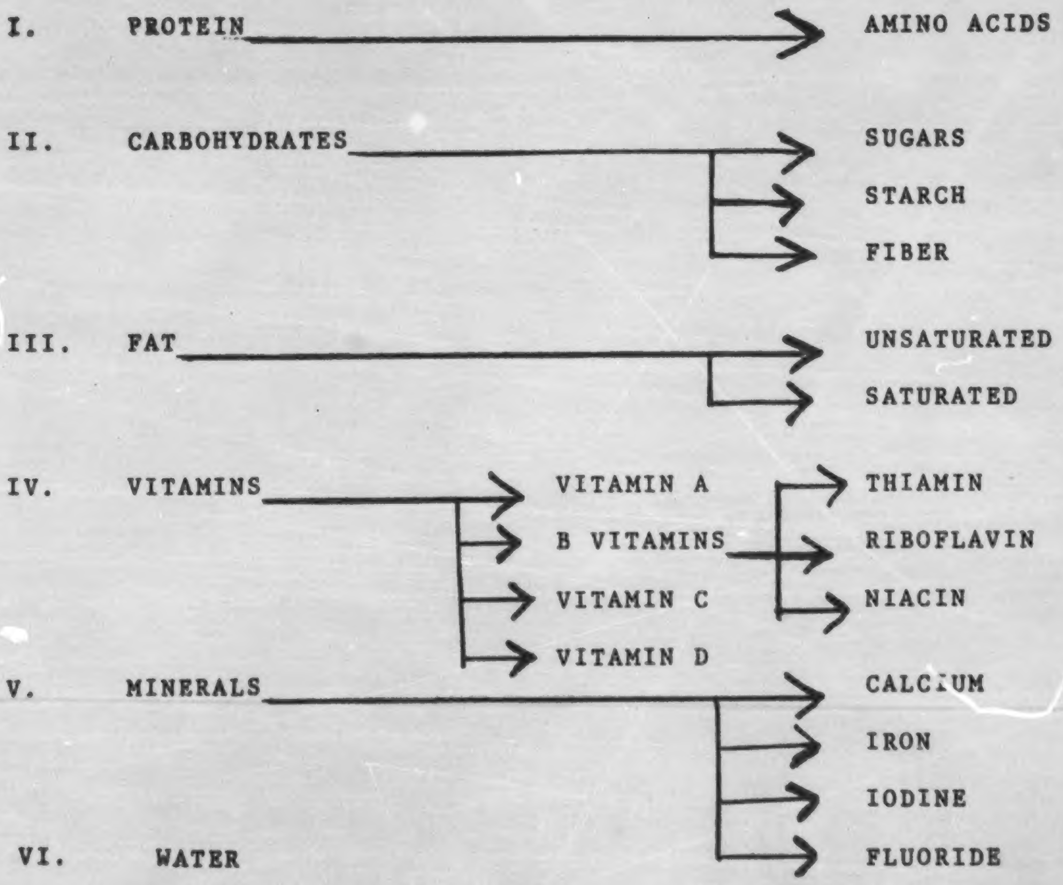
Each student should have a dictionary.

Rules for Playing: Students stand upon signal from leader students place closed dictionaries in palm of hand. At given signal the game word on transparency is projected or the poster displayed. The students open dictionaries and begin word search. The first student finding the definition steps forward and reads the correct definition for one point. When all 10 game words have been shown, the student with the highest number of points wins the game. This can also be a team game.

Supplement 3.31
NUTRIENTS
(transparency)

# THE 6 CLASSES OF NUTRIENTS

Food is made up of nutrients needed by our bodies. Digestion is the process of breaking food into the nutrients which the body can use. Below are the six different classes of and some of the nutrients in each class.



- I. PROTEIN → AMINO ACIDS
- II. CARBOHYDRATES →
  - SUGARS
  - STARCH
  - FIBER
- III. FAT →
  - UNSATURATED
  - SATURATED
- IV. VITAMINS →
  - VITAMIN A
  - B VITAMINS →
    - THIAMIN
    - RIBOFLAVIN
    - NIACIN
  - VITAMIN C
  - VITAMIN D
- V. MINERALS →
  - CALCIUM
  - IRON
  - IODINE
  - FLUORIDE
- VI. WATER

SOURCE: Judy Joyce, ESEA Title IV-C, Nutrition Education,
Mercer County Schools, Princeton, W.Va. 24740.

Supplement 3.32
FUNCTIONS OF NUTRIENTS
(Simulation)

# LET'S PLAY NUTRITION

The room is set up to represent a ball diamond. Move the furniture around in the room and use tape or chalk to mark off the baselines.

(The COACH walks out and stands in the field near pitcher's mound, walking and looking around.)

COACH--Okay, it is time to play. But, the team is not here. I hope all the nutrients come today. We need all of them to win. When all the nutrients work together, we make a winning team.

(PROTEIN walks out and stands at home plate (catcher).)

PROTEIN--Hi, Coach, I'm here.

COACH--Hi, Protein. You are the first nutrient that has come today. I am so happy to see you. We cannot play without you here.

PROTEIN--No, I guess we can't. I build and repair the groups of cells or tissues in the body. I help make part of the blood. That part helps the body to fight infections when it gets a cut or sore.

COACH--Yes, the body needs you. But it also needs other nutrients. Look, I see Iron coming.

(IRON walks out to stand at first base.)

IRON--Hi, Coach, Hi, Protein.

COACH, PROTEIN--Hi!

IRON--Where is the rest of the team?

COACH--They are not here yet. I'm sure they are on their way. I'm happy to see you here. We need you on the team. You and Protein work together in the body.

IRON--Yes, Protein and I work together to make the red part of the blood. It takes the oxygen to the cells in the body. The body can't use me when protein is not here too.

(CALCIUM starts walking to second base.)

---

SOURCE: Illinois Teacher, January/February 1977.

CALCIUM--Hi, guys!

COACH--Hi, Calcium! We have been waiting for you. You are on our team. And we need you.

CALCIUM--Yes the body needs me. I help build bones and teeth. I help make them strong. I also work in the blood to help it clot. So when the body gets a cut, I help the cut to stop bleeding.

COACH--You also help the team to keep its nerves working right.

PROTEIN--You help the muscles to work right. The heart is a very important muscle, so you work there, too.

IRON--Sometimes the body works hard. You help it not to get tired fast. After the body uses the muscles, you help them get ready fast to work again.

CALCIUM--We all have jobs that the body needs. But we need to all be here in order to play the game. I see another nutrient, Vitamin A, coming.

VITAMIN A--Hi, team, I came out to help today. (VITAMIN A walks to third base.)

COACH--We surely need you on our team.

VITAMIN A--I help the skin to be smooth and soft. Also, I keep the inside of the nose, mouth and throat moist to fight infection. The team needs me to help see what is going on. I help keep the eyes healthy.

PROTEIN--I need you to take me apart in the body to help make bones. There is hard white tissue around the bones called cartilage. I have to be split to be able to change cartilage to bones.

VITAMIN C--Hi, team, or at least part of the team. I can see that not all of the nutrients are here.

COACH--Hi, Vitamin C. We are glad to see that you are here.

(VITAMIN C walks to shortstop position.)

VITAMIN C--I could not let the body down. Cells need to be held together in the body. I act like glue in holding cells together.

CALCIUM--You help the body fight the infections it gets. Sometimes when the body gets a cut or broken bone, you help it to get well.

PROTEIN--You also make the walls of the veins and arteries strong for the blood to flow through.

IRON--Ascorbic Acid, when we are working at the same time, the body uses more of me. So I'm really happy to see you.

VITAMIN C--Well nutrients, it's all of us working together to make a winning team.

(THIAMIN, RIBOFLAVIN and NIACIN walk out to the field to where the COACH is.)

COACH--I see the B vitamins are here to play. Hi, guys!

PROTEIN--Hi, Thiamin, we sure are happy to see you. You help us work together. We need everyone on our team to win.

THIAMIN--Yes, I help the muscles and nerves work right. The pathway that the food travels through the body is called the digestive tract. I keep this pathway working right. I also help the body keep a good appetite for food. I want to be sure the body feels good all over.

CALCIUM--And Riboflavin, your job is important too.

RIBOFLAVIN--I help keep the eyes healthy. I prevent cracks at the corner of the mouth, and I help change food into energy.

IRON--Niacin, without you, we couldn't play. You help us to be a team.

NIACIN--You could not play without me. I help to keep the pathway for the food in the body working right. Remember, the pathway is called the digestive tract. I also help the skin and the nerves to work right.

VITAMIN A--It's great to see how all you B vitamins work together. You change the food when it comes into the body. The food has to be changed before the body can use it for energy.

(THIAMIN walks out to right field. RIBOFLAVIN walks out to left field. NIACIN walks out to center field.)

VITAMIN C--Well, we only need one more player to make our team complete.

COACH--I see him coming.

(CALORIE walks out to stand beside COACH).

COACH--Hi, Calorie. The nutrients surely are glad to see you here today. You are not a nutrient--but you come from three different nutrients: carbohydrates, fats, and protein. You are the measure of how much energy is in food.

CALORIE--Hi, Coach, Hi, team!

ALL NUTRIENTS--Hi!

CALORIE--It looks like we are all here and ready to play.

COACH--We were waiting for you--the body's "food energy."

THIAMIN--The body needs you to keep going.

RIBOFLAVIN--You are the measure of energy that is made when the body uses food. You are needed to keep the body going. You tell the body how much energy it has from food.

NIACIN--And we B vitamins help you come alive in the body.

CALORIE--You nutrients are so important. The body needs what you nutrients give to keep it working right. We are all members of the team that works in the body.

COACH--I'm so glad to see all of my team here. You are all needed to make the body work well. You help each other to do jobs. If one of you didn't come, we couldn't play today. With this kind of a team, I'm sure we will win. Okay, "Let's Play Nutrition."

ALL--Yeah, Team! Let's go!!

Supplement 3.32
FUNCTIONS OF NUTRIENTS
(Chart)

## THE ABC'S OF NUTRIENTS

| NUTRIENTS | FUNCTION | SOURCES |
|---|---|---|
| PROTEIN | Build, maintain and repair all body tissue<br>Supply energy.<br>Form important part of enzymes, hormones and body fluids.<br>Help form antibodies to fight infection. | Lean meat, poultry, eggs, milk, cheese<br>Dried beans, peas, nuts, cereals, breads vegetables |
| CARBOHYDRATES | Supply energy<br>Help the body use fat effectively. | Starches: bread, cereals, potatoes, rice, noodles, macaroni, spaghetti.<br>Sugars: Honey, syrup, jelly, jam, table sugar<br>Fruits: dried, sweetened, fresh |
| FATS | Supply energy in compact form.<br>Help the body use other nutrients; act as carrier for vitamins A, D, E, K.<br>Some, mainly vegetable oils, supply fatty acids which help keep skin smooth and healthy. | Butter, margarine, cooking oils and fats, salad oils, dressings, fat in meat. |

SOURCE: Judy Joyce, ESEA Title IV-C, Nutrition Education,
Mercer County Schools, Princeton, W.Va. 24740.

## VITAMINS

| VITAMIN | FUNCTION | FOOD SOURCES | DEFICIENCY DISEASE |
|---|---|---|---|
| VITAMIN A* | Normal growth in children, vision in dim light, healthy skin, eyes, hair | Dairy products, yellow fruit, leafy green and yellow vegetable | Night blindness, poor growth |
| VITAMIN $B_1$** | Digestion, growth, proper functioning of heart and nervous system | Fish, poultry, meat, eggs, green vegetables, whole grain cereals and enriched breads | Beri-beri, loss of weight, poor growth |
| VITAMIN $B_2$**<br>RIBOFLAVIN | Healthy skin and mouth, oxygen use by cells, normal growth | Eggs, bread, whole grain cereal, milk, leafy vegetables | Tongue inflamation, premature aging, dim vision, poor growth |
| NIACIN** | Proper digestion, aids nervous system, healthy skin | Lean meat, fish, poultry, milk, peanut butter, breads, cereal, eggs, green vegetables | Pellagra, mental disorders, digestive problems, sore tongue, inflamed skin |
| VITAMIN C**<br>ABCORBIC ACID | Builds body cells and blood vessels, healing wounds and broken bones | Citrus fruits, tomatoes, fruit, leafy greens, potatoes, green peppers | Scurvy (bleeding in joints, failure of wounds to heal, sore gums) |
| VITAMIN D* | Aids use of calcium in bones and teeth, normal growth | Fortified milk, egg yolks, liver, produced in skin when exposed to sun | Rickets (soft bones, poor tooth development) |

* Fat soluble vitamins
** Water soluable vitamins

## MINERALS

| MINERALS | FUNCTIONS | SOURCES |
|---|---|---|
| CALCIUM | Growth development and maintenance of bones and teeth, proper blood clotting, regulation of heart beat. | Milk, eggs, cabbage, shellfish |
| IRON | Essential part of red blood cells needed to carry oxygen | Meat, cheese, cereals |
| SODIUM | Water balance in cells | Salt, meat, milk |
| IODINE | Manufacture of thyroxin by thyroid gland | Seafood, iodized salt |
| FLUORIDE | Helps prevent tooth decay | Fluoridation |

Other important minerals are:

Potassium

Sulphur

Magnesium

Manganese

Copper

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# NUTRI-BASE

## Directions:

The corners of the room can be used as the bases with students moving from base to base. A student or the teacher can ask the questions.

OR

A large poster board or piece of felt can be used as the game board with title of game and bases drawn. Questions can be written on cards that the batter would draw from. Another student would be the umpire with the answers.

## Rules:

Use baseball rules. Divide into 2 teams. If catcher answers before batter it is counted as an out. Each player will have only one chance--if he/she misses the question he/she is out. After 3 players have struck out the second team is up to bat.

The team having the most home runs wins.

## Sample Questions:

1. Name one B vitamin.
2. What function does carbohydrates serve?
3. Is water considered a nutrient?
4. Name three nutrients.
5. True or False: Iron helps your red blood cells carry oxygen to all parts of your body.
6. Name one mineral necessary for strong bones and teeth.
7. Which nutrient supplies us with slow acting energy?
8. Which nutrient supplies us with fast acting energy?
9. Name one function of fat other than for energy.
10. Name one fat soluble vitamin.
11. Name two minerals.
12. Which mineral helps control the thyroid gland?
13. Which nutrient is responsible for keeping the body from getting too cold?
15. Name the vitamin that helps eyes adjust to the dark.
16. Why is vitamin D added to milk?
17. What is the function of vitamin C in the diet?
18. Iron, iodine, and calcium are examples of which nutrient?
19. What is a nutrient?
20. A deficiency of which B vitamin causes disorders of the nervous system?

## Answers

1. thiamine, ribroflavin, niacin
2. fast acting energy
3. yes
4. any three
5. true
6. calcium or phosphorus
7. fat
8. carbohydrate
9. carries fat soluble vitamine, regulates body temperature, etc.
10. A, D, E, or K
11. iron, phosphorus, calcium or iodine
12. iodine
13. protein
14. fats
15. vitamin A
16. to prevent rickets since many children may not get sufficient amounts otherwise
17. builds body resistance to infection
18. minerals
19. materials needed by the body so that it can function
20. thiamine

# NUTRI REVIEW

Purpose: To reinforce previously learned facts of nutrition.

Number of Players: Unlimited

Materials Needed:

A chart 18" x 24" on which 25 squares are drawn
A backdrop to hold the chart on which thumbtacks may be used
Twenty-five 3" x 3" cards with answers written on one side.
On the opposite side the cards are numbered from 1 to 25 (one number per card).

Description of Game:

- The group is divided into two teams, facing a large board on which there are mumbers on 25 squares.
- A teacher or leader has a list of questions. The answers are written on cards behind the numbers.
- The object is to see which team can clear the board of numbers by quessing correctly.

Procedure for Playing:

- Divide students into two teams. Each team chooses a leader.
- The teacher asks a question pertaining to nutrition.
- The group leader calls for a volunteer (try to use each person at least once).
- The volunteer states the number behind which he or she believes the answer to be located.
- If he/she chooses the number that has the correct response on the back, the card should be turned answer side up and retacked to the square.
- If he/she chooses the incorrect number the card is turned number side up. The point is to remember the response that is behind the number so you may correctly choose that number to answer another question.
- As long as the responses are correct that team continues with its turn.
- When a response is incorrect the other team takes its turn.
- The team that answers the last question correctly and has the last card turned over wins.

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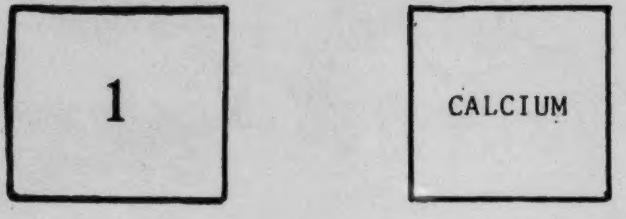
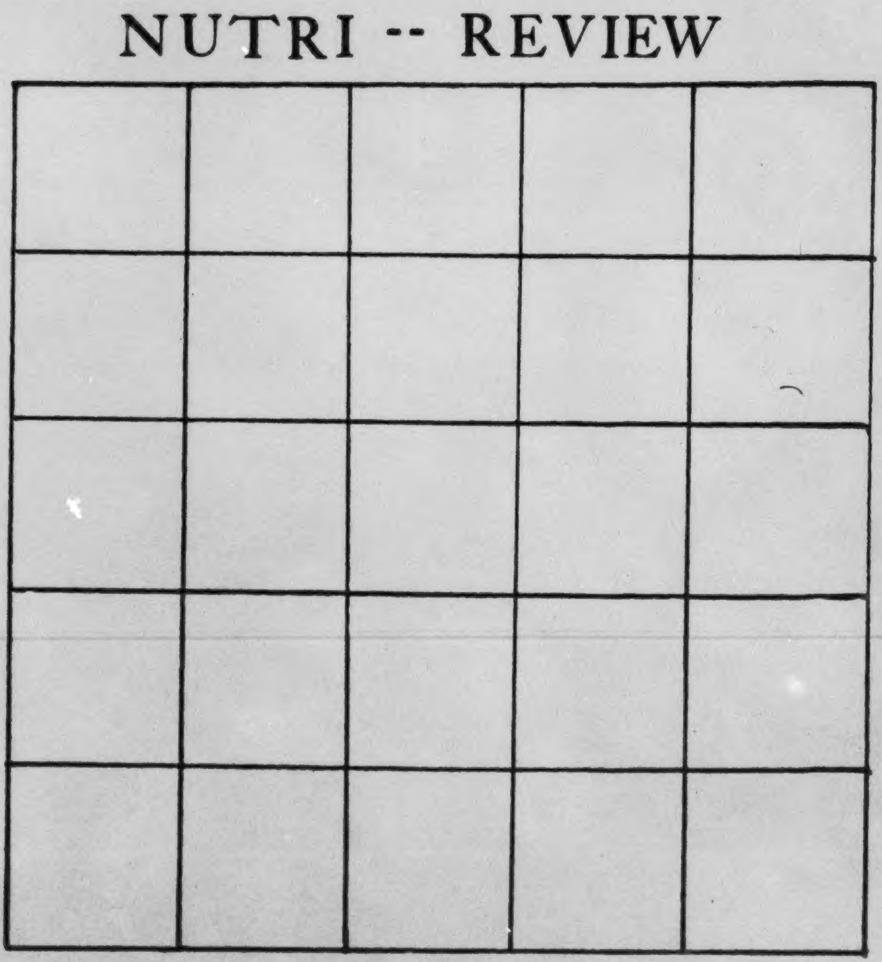
Source: Fannie Lee Boyd. Teaching Nutrition Grades 1-8: A Resource Handbook for Teachers. Dept. of Home Economics Education, University of Georgia, Athens, GA, 1977.

Example of card:



Question asked by teacher or leader: Milk is a good source of ______________________.

Example of game board:


NUTRI -- REVIEW

Supplement 3.32
FUNCTIONS OF NUTRIENTS
(match-up)

## NUTRIENT MATCH

Draw a line to match the nutrients on the left with the correct function in the body on the right.

| NUTRIENT | FUNCTION |
|---|---|
| PROTEIN | HELPS VISION |
| CARBOHYDRATES | CARRY OXYGEN |
| FATS | DEVELOP BONES & TEETH |
| IRON | HELPS THYROID GLAND |
| CALCIUM | BUILD & REPAIR TISSUE |
| VITAMIN A | DIGESTION |
| VITAMIN C | SUPPLY ENERGY |
| THIAMIN | CARRY FAT SOLUABLE VITAMINS |
| NIACIN | HELPS USE CALCIUM |
| RIBOFLAVIN | HEALS WOUNDS |
| VITAMIN D | HELPS NERVES FUNCTION |
| IODINE | HEALTHY SKIN |

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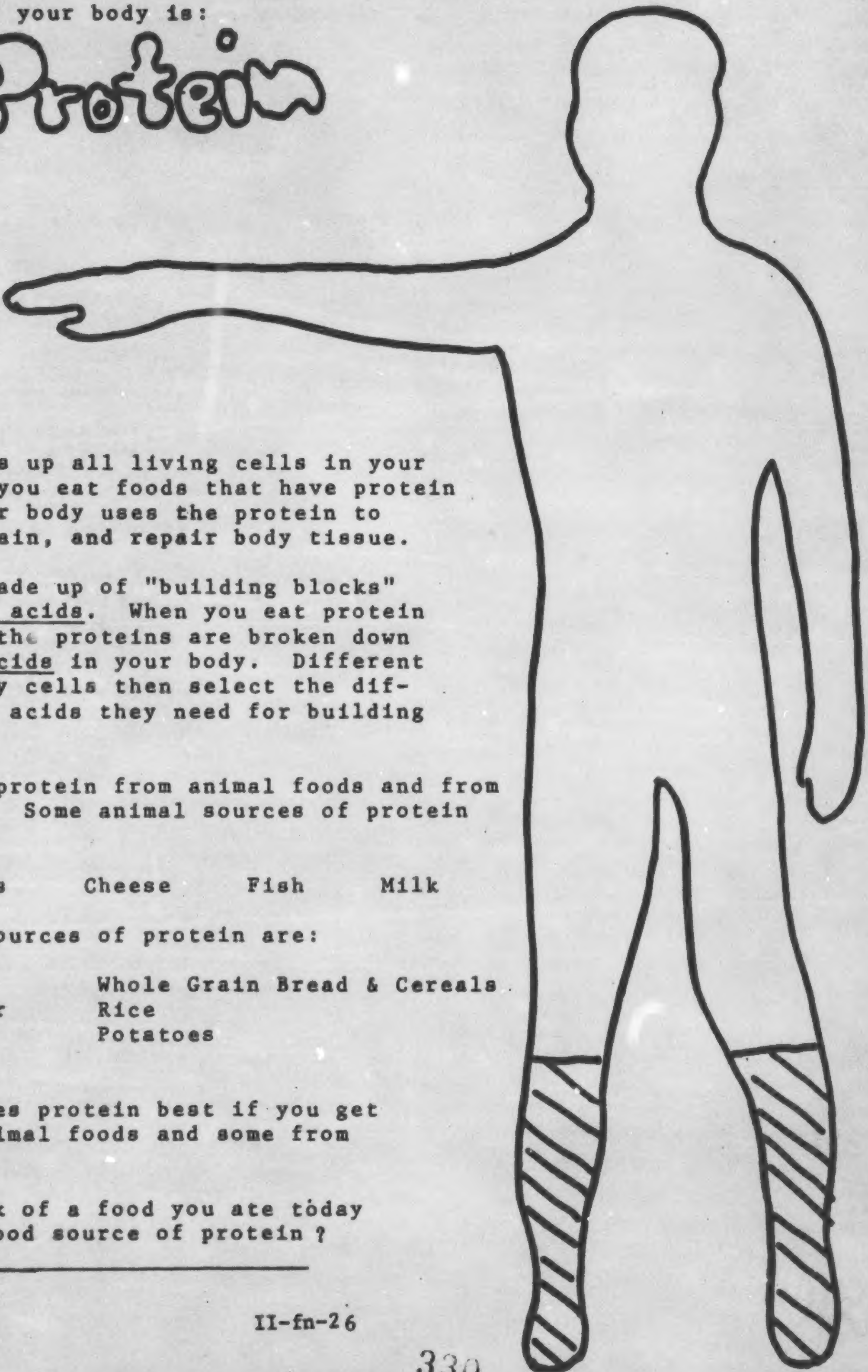
SOURCE: Judy Joyce, ESEA Title IV-C, Nutrition Education, Mercer County Schools, Princeton, W.Va. 24740.

# NUTRIENTS AND YOU

About 20% of your body is:

## Protein



Protein makes up all living cells in your body. When you eat foods that have protein in them, your body uses the protein to build, maintain, and repair body tissue.

Protein is made up of "building blocks" called amino acids. When you eat protein rich foods, the proteins are broken down into amino acids in your body. Different types of body cells then select the different amino acids they need for building blocks.

You can get protein from animal foods and from plant foods. Some animal sources of protein are:

Meat Eggs Cheese Fish Milk

Some plant sources of protein are:

Dried Beans
Peanut Butter
Peas
Corn
Whole Grain Bread & Cereals
Rice
Potatoes

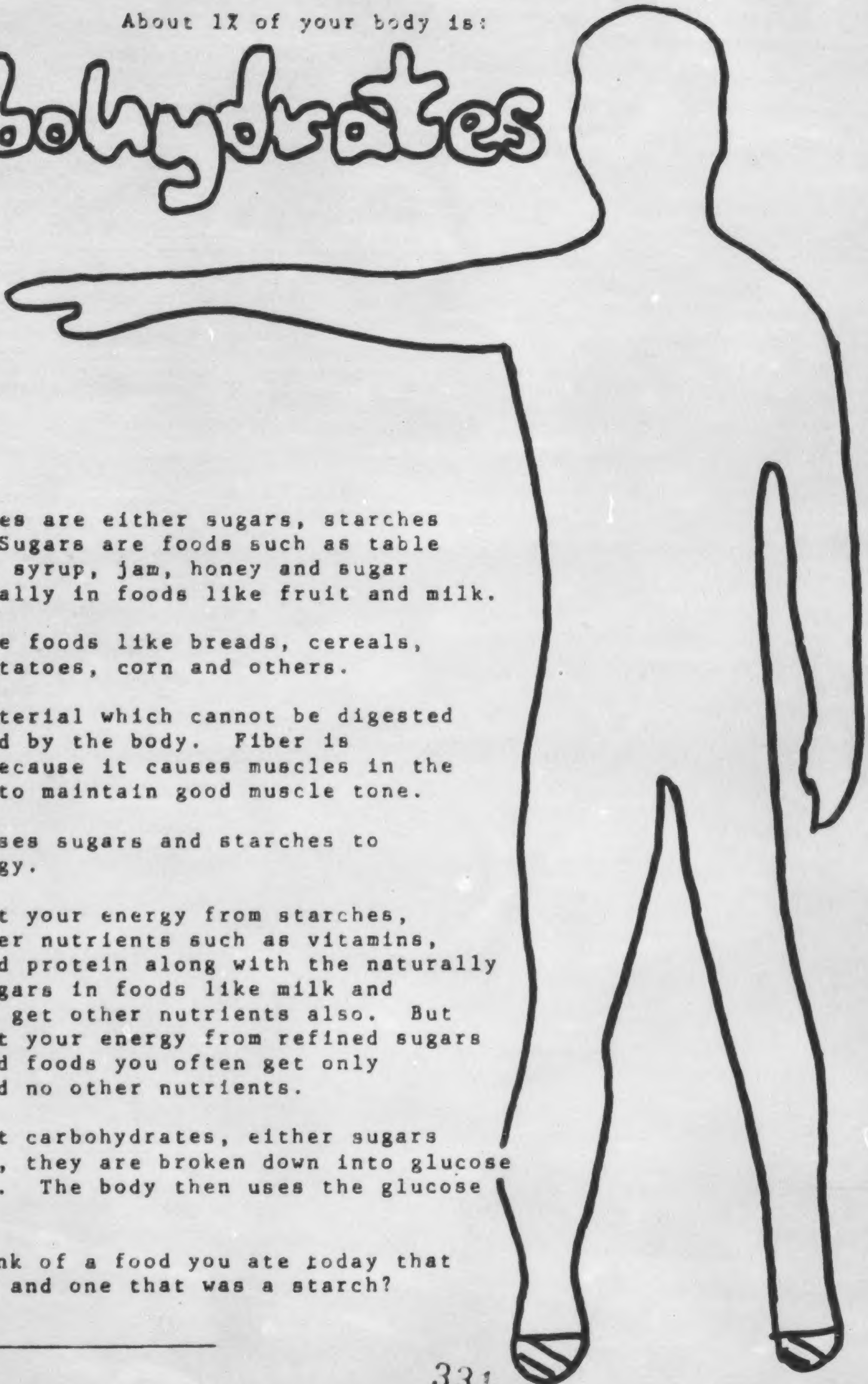
Your body uses protein best if you get some from animal foods and some from plant foods.

Can you think of a food you ate today that was a good source of protein ?

______________________________

About 1% of your body is:

# Carbohydrates



Carbohydrates are either sugars, starches or fiber. Sugars are foods such as table sugar, corn syrup, jam, honey and sugar found naturally in foods like fruit and milk.

Starches are foods like breads, cereals, noodles, potatoes, corn and others.

Fiber is material which cannot be digested and absorbed by the body. Fiber is important because it causes muscles in the intestines to maintain good muscle tone.

Your body uses sugars and starches to supply energy.

When you get your energy from starches, you get other nutrients such as vitamins, minerals and protein along with the naturally occuring sugars in foods like milk and furits, you get other nutrients also. But when you get your energy from refined sugars in processed foods you often get only calories and no other nutrients.

When you eat carbohydrates, either sugars or starches, they are broken down into glucose in the body. The body then uses the glucose for energy.

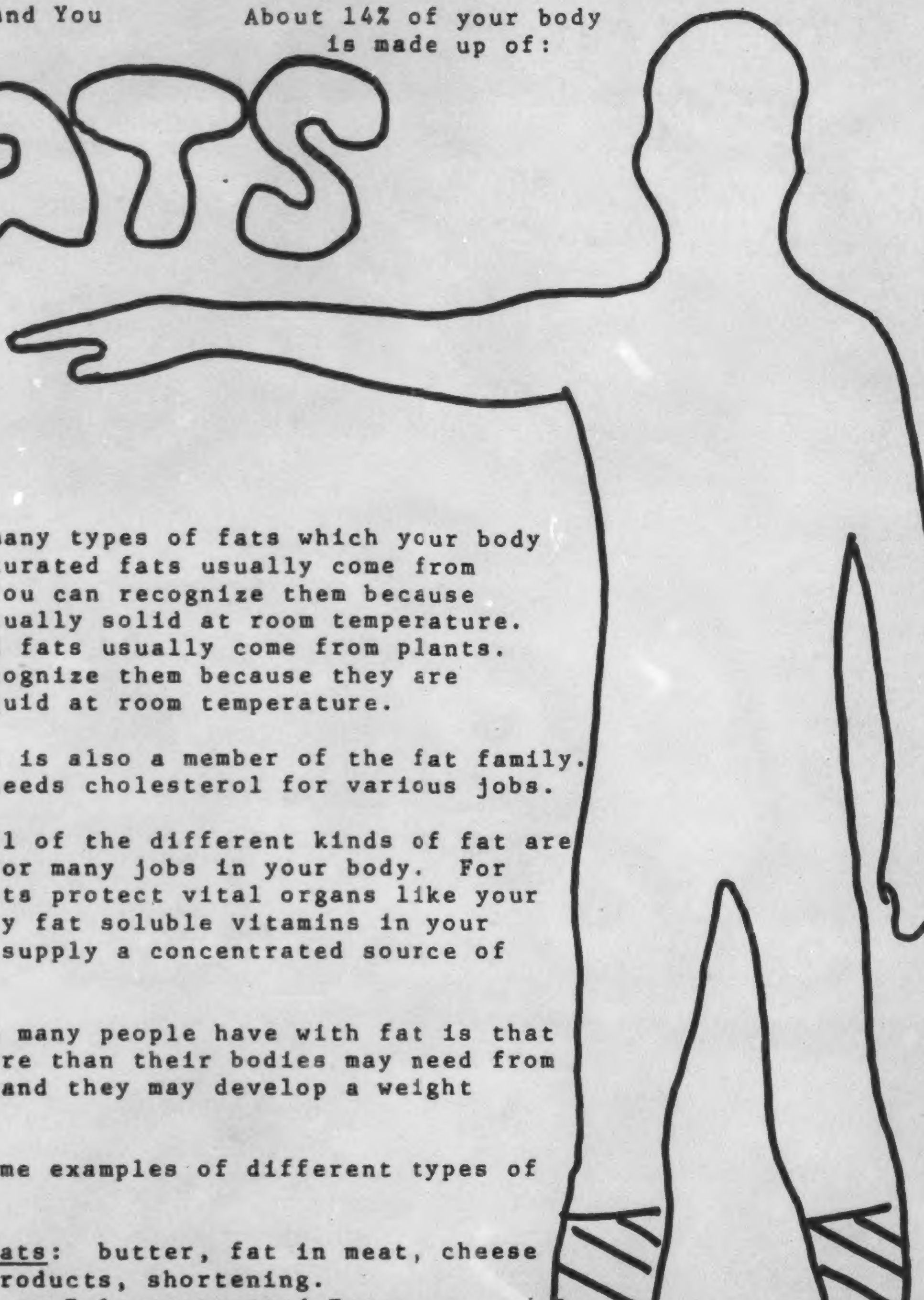
Can you think of a food you ate today that was a sugar and one that was a starch?

______________________________

______________________________

About 14% of your body
is made up of:

# FATS



There are many types of fats which your body needs. Saturated fats usually come from animals. You can recognize them because they are usually solid at room temperature. Unsaturated fats usually come from plants. You can recognize them because they are usually liquid at room temperature.

Cholesterol is also a member of the fat family. Your body needs cholesterol for various jobs.

In fact, all of the different kinds of fat are necessary for many jobs in your body. For example, fats protect vital organs like your heart, carry fat soluble vitamins in your blood, and supply a concentrated source of energy.

The problem many people have with fat is that they get more than their bodies may need from their diet and they may develop a weight problem.

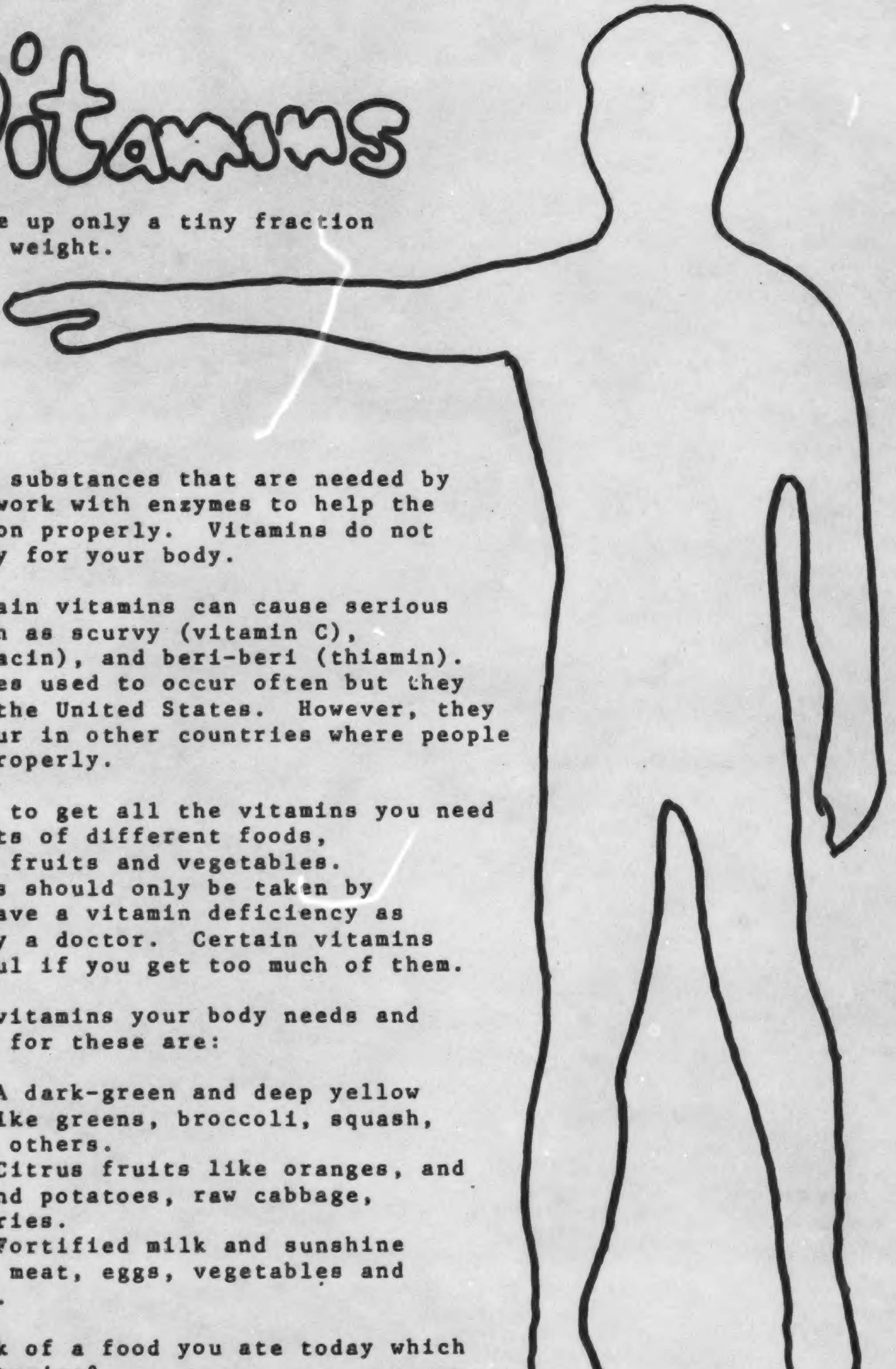
Here are some examples of different types of fats:

Saturated Fats: butter, fat in meat, cheese and dairy products, shortening.
Unsaturated or Polyunsaturated Fats: cooking oils and salad dressings
Cholesterol: found in organ meats like liver, kidneys and some shellfish like shrimp and lobster, eggs.

Can you think of a food you ate today which contained some fat?

# Vitamins

Vitamins make up only a tiny fraction of your body weight.



Vitamins are substances that are needed by the body to work with enzymes to help the cells function properly. Vitamins do not supply energy for your body.

Lack of certain vitamins can cause serious diseases such as scurvy (vitamin C), pellegra (niacin), and beri-beri (thiamin). These diseases used to occur often but they are rare in the United States. However, they do still occur in other countries where people do not eat properly.

The best way to get all the vitamins you need is to eat lots of different foods, particularly fruits and vegetables. Vitamin pills should only be taken by people who have a vitamin deficiency as determined by a doctor. Certain vitamins can be harmful if you get too much of them.

Some of the vitamins your body needs and good sources for these are:

Vitamin A - A dark-green and deep yellow vegetables like greens, broccoli, squash, carrots, and others.
Vitamin C - Citrus fruits like oranges, and grapefruit and potatoes, raw cabbage, and strawberries.
Vitamin D - Fortified milk and sunshine
B Vitamins - meat, eggs, vegetables and whole grains.

Can you think of a food you ate today which contained vitamins?

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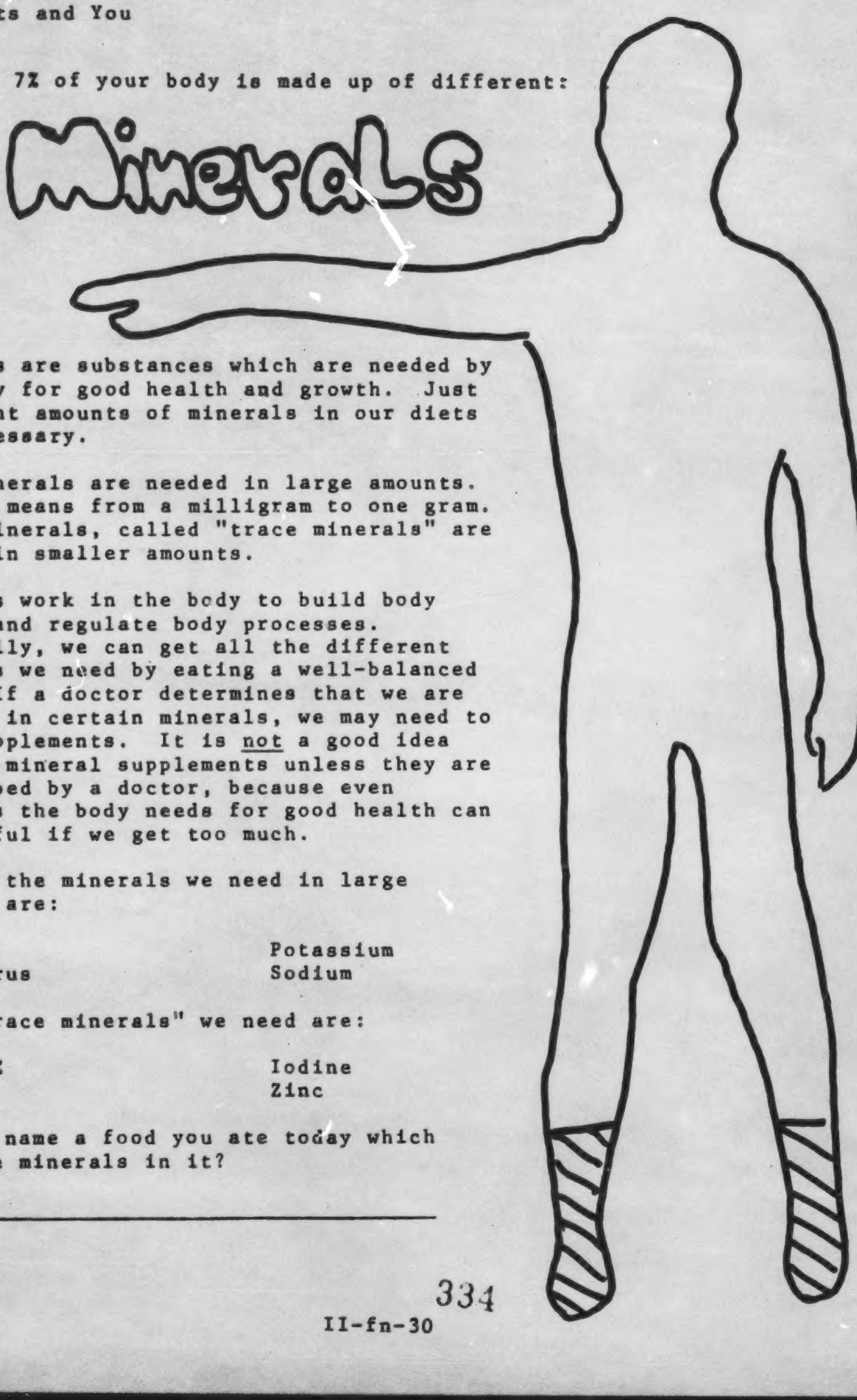
About 7% of your body is made up of different:



Minerals are substances which are needed by the body for good health and growth. Just the right amounts of minerals in our diets are necessary.

Some minerals are needed in large amounts. "Large" means from a milligram to one gram. Other minerals, called "trace minerals" are needed in smaller amounts.

Minerals work in the body to build body tissue and regulate body processes. Ordinarily, we can get all the different minerals we need by eating a well-balanced diet. If a doctor determines that we are lacking in certain minerals, we may need to take supplements. It is not a good idea to take mineral supplements unless they are prescribed by a doctor, because even minerals the body needs for good health can be harmful if we get too much.

Some of the minerals we need in large amounts are:

| | |
|---|---|
| Calcium | Potassium |
| Phosphorus | Sodium |

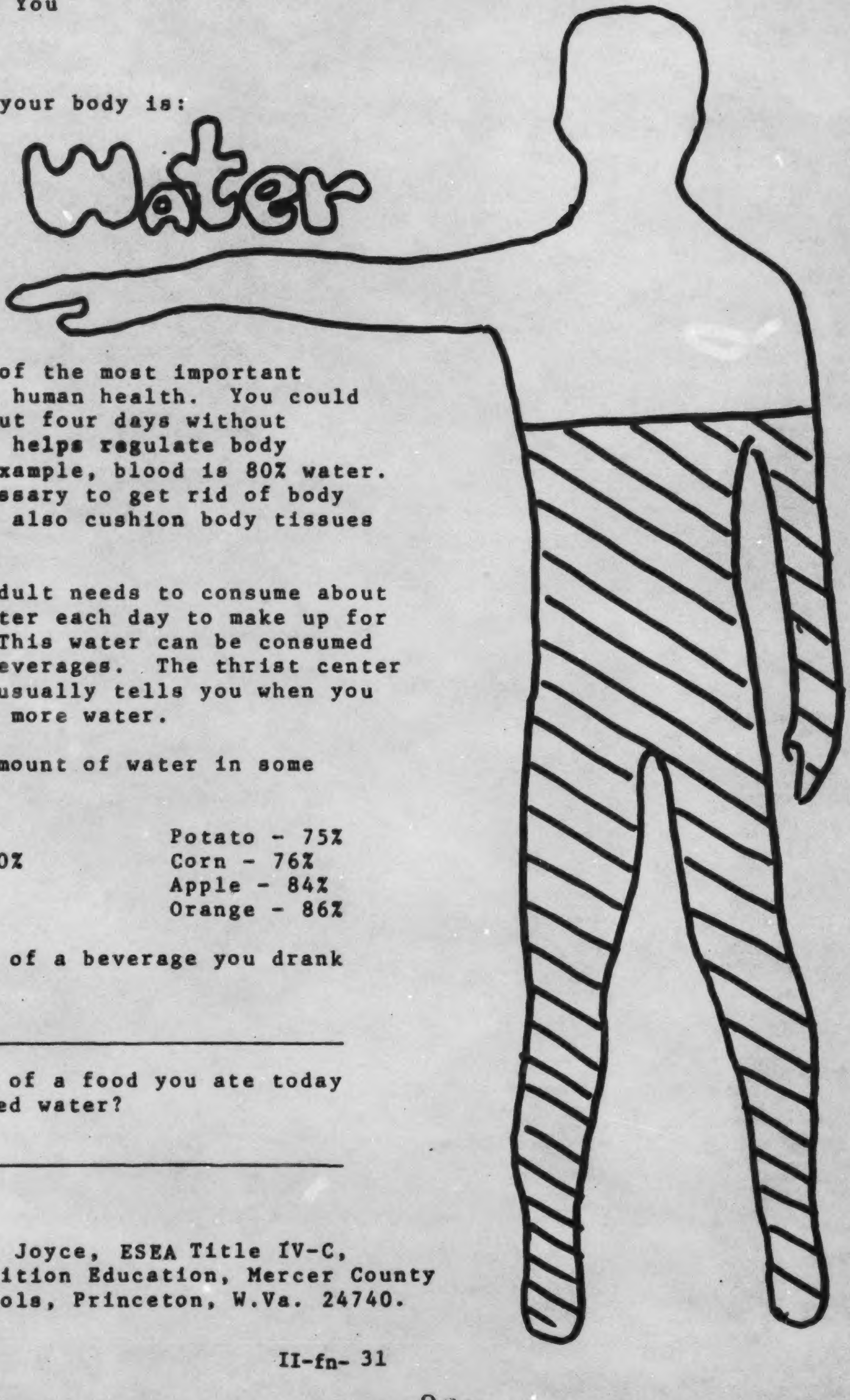
Some "trace minerals" we need are:

| | |
|---|---|
| FLUORIDE | Iodine |
| Iron | Zinc |

Can you name a food you ate today which had some minerals in it?

______________________________________________

About 60% of your body is:



Water is one of the most important nutrients for human health. You could live only about four days without water. Water helps regulate body fluids, for example, blood is 80% water. Water is necessary to get rid of body wate. Fluids also cushion body tissues and organs.

The average adult needs to consume about 10 cups of water each day to make up for water lost. This water can be consumed in food and beverages. The thrist center in the brain usually tells you when you need to drink more water.

This is the amount of water in some common foods:

Milk - 87%
Hamburger - 60%
Egg - 74%
Banana - 76%
Potato - 75%
Corn - 76%
Apple - 84%
Orange - 86%

Can you think of a beverage you drank today?

________________________________

Can you think of a food you ate today which contained water?

________________________________

SOURCE: Judy Joyce, ESEA Title IV-C,
Nutrition Education, Mercer County
Schools, Princeton, W.Va. 24740.

Supplement 3.33
SOURCES OF NUTRIENTS
(game)

## RIGHTO

Purpose: To help learners identify the nutrients and good food sources of each nutrient.

Number of Players: Unlimited

Materials Needed:
Poster paper or 3" x 5" cards
Glue
Felt tipped pen, crayons or colored pencils
Scissors
Answer sheet (mimeographed sheet with numbers 1-20 down the side and Righto and Study & Try Again at the top)

Directions:

- Cut poster paper into thirty 3" x 5" cards
- Make enough sets for each student in group
- Write the name of a nutrient on card and a rich food source on another card - see attached list (food pictures may be used on cards representing food sources)

Procedures for Playing:

- The teacher or a student leader reads a statement and each player searches through his deck of cards for the correct answer card. After all players have made their selection, the correct answer is read.
- If the player made the correct selection of cards he checks under "Righto" on the answer sheet.
- If he made the wrong choices he checks, "Study and Try Again."
- Students making wrong choices should be given an opportunity to study materials on nutrient and food source and play the game again.
- This might be used as a pre-assessment and again as a post-assessment.

### ANSWER SHEET
(Sample)

| Righto | Study and Try Again |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. (Note: Number to 20) | |

SOURCE: Fannie Lee Boyd. Teaching Nutrition Grades 1-8: A Resource Handbook for Teachers. Dept. of Home Economics Education, University of Georgia, Athens, GA, 1977.

Example of 20 Call Cues:

1. The four key groups are:

    answer card: basic four
    answer card: milk, meat, vegetable & bread-cereal groups

2. Necessary for the information of hemoglobin

    answer card: iron
    answer card: liver, leafy vegetables, eggs

3. Essential for healthy teeth, gums, bones and all other body cells and tissues

    answer card: vitamin C
    answer card: citrus fruit, green leafy vegetables, cantaloupe, broccoli, cabbage, strawberries and tomatoes

4. Sugars and starches in various forms make up a group of nutrients called

    answer card: carbohydrates
    answer card: bread-cereal group, vegetable & fruit group and milk (lactose)

5. Needed for normal growth and for building and repairing body tissues

    answer card: protein
    answer card: meat group, cheese, milk, poultry, lean meat, nuts, dried beans, fish, eggs, liver, peanuts, cottage cheese

6. Complete proteins are proteins containing the 8 essential

    answer card: amino acids
    answer card: poultry, meat. fish, eggs, cheese, milk

7. Furnishes fuel for the body

    answer card: fats and carbohydrates
    answer card: fats: whole milk, cheese, egg yolk, nuts, cereal·
    carbohydrates: bread-cereal group, vegetables & fruit group

8. Helps to keep the skin and linings of the nose, mouth, throat and inner organs in good condition

    answer card: vitamin A
    answer card: yellow & green leafy vegetables, broccoli, cantaloupe, tomatoes, milk, butter, eggs, liver

9. Contains a yellow pigment called carotene

answer card: all yellow and dark green vegetables and yellow fruits
answer card: green leafy vegetables, cantaloupe, broccoli, yellow or green leafy vegetables

10. A very few foods contain this vitamin, the sunlight is essential in the production

answer card: vitamin D
answer card: fortified milk, fish, liver oil, egg yolk

11. A deficiency of this vitamin causes a disease known as beri beri

answer card: thiamine
answer card: cereal products, milk, lean meat (especially pork), cheese

12. This vitamin B complex helps in the oxidation processes in the cells and prevents soreness of the tongue and lips, and cracks in the corners of the mouth

answer card: riboflavin
answer card: milk, yellow and dark green vegetables, cantaloupe, liver

13. Necessary for utilization of carbohydrates, known as the pellagra - preventing vitamin

answer card: niacin
answer card: meat, whole grain cereals, green and yellow vegetables

14. Must be eaten daily, is water soluble and serves as cement to hold the body cells together

answer card: vitamin C
answer card: cabbage, broccoli, cantaloupe, tomatoes, green leafy vegetables, strawberries, citrus fruits

14. The magic 4-4-3-2 is a clue to how many servings boys and girls need from

answer card: certain of the essential four food groups
answer card: 4 servings fruits & vegetables, 4 servings bread-cereal, 3 or more cups of milk, 2 servings meat or meat substitutes

16. Cheese belongs to which food group?

answer card: milk group

17. Which food group is better for providing calcium, the milk group or the fruit and vegetable group?

answer card: milk group

18. Which food group can give us the more different kinds of minerals, meat or fruit and vegetables?

answer card: fruit and vegetable group

19. Which food group can give us the most and best protein, meat group or bread-cereal group?

answer card: meat group

20. A good source of carbohydrates is the bread and cereal group or the meat group?

answer card: bread and cereal group

Note: Other questions may be designed and answers put on cards.

# WHERE THE NUTRIENT IS

Preparation: Make a game board (page 2) for each 6 students. Enlarge and add pictures of foods on the board.

Make 3 sets of playing cards (page 3) for each team of 6 students.

Make tokens worth 3 or 5 points each. These can have numbers printed on to show their value or use tokens in two colors or sizes to represent different point values.

Rules of Play: Class divides into teams of 6, which 1 student acting as banker to check answers and pay tokens. Possible matches are shown below. Other answers may need to be looked up for verification.

Mix cards together. Each student in the team takes a turn drawing a card and matching the nutrient to the food source. For a correct answer the students collects 5 tokens. If the answer is wrong, the next student on the right way correct the answer for 3 tokens. If that students answer is worng, the play continues to the right until a right answer is chosen, with the player giving the correct answer receiving 3 tokens. Play continues to the right of the student who last drew a card. Play continues around the group until someone has 20 tokens to win.

## Nutrients Matching Food Sources:

Vitamin A--carrots, eggs, broccoli, kale, spinach, mixed vegetables

Vitamin C--tomatoes, broccoli, cabbage, orange, kale, spinach, cauliflower, strawberries, mixed fruit

Vitamin $B^1$ (thiamine)--cheese, mixed vegetables, dried beans, bread, cereal, peanut butter

Vitamin $B^2$ (riboflavin)--liver, chicken, cheese, milk

Vitamin D--milk, cod fish

Fat--bacon, egg, margarine, peanut butter

Protein--milk, eggs, fish, beef, turkey, chicken, dried beans, cheese, peanut butter, liver

Carbohydrates--cake, potatoes, bread

Calcium--milk, cheese

Phosphorus--milk, cheese

Iron--liver, kale, beef, spinach

Water--milk, orange, fruit, tomato

## Game Board

A game board is needed for each 6 students. Enlarge so there is room for a picture of the food in each square.

| | | | | | |
|---|---|---|---|---|---|
| Milk | Eggs | Cake | Cabbage | Tomatoes | Orange |
| Bacon | Mixed Vegetables | Broccoli | Cauliflower | Chicken | Cod Fish |
| Turkey | Spinach | Kale | Potatoes | Dried Beans | Liver |
| Cereal | Carrots | Mixed Fruit | Strawberries | Apple | Margarine |
| Beef | Cherries | Bread | Cheese | Turkey | Peanut Butter |

## Playing Cards

Make 3 sets for each group (6 students per group).

| | | | | | |
|---|---|---|---|---|---|
| VITAMIN A | VITAMIN A | VITAMIN C | VITAMIN C | VITAMIN D | VITAMIN D |
| VITAMIN A | VITAMIN A | VITAMIN C | VITAMIN C | VITAMIN D | VITAMIN D |
| VITAMIN $B_1$<br>THIAMINE | VITAMIN $B_1$<br>THIAMINE | VITAMIN $B_2$<br>RIBOFLAVIN | VITAMIN $B_2$<br>RIBOFLAVIN | CALCIUM | CALCIUM |
| VITAMIN $B_1$<br>THIAMINE | VITAMIN $B_1$<br>THIAMINE | VITAMIN $B_2$<br>RIBOFLAVIN | VITAMIN $B_2$<br>RIBOFLAVIN | CALCIUM | CALCIUM |
| PHOSPHOROUS | PHOSPHOROUS | IRON | IRON | WATER | WATER |
| PHOSPHOROUS | PHOSPHOROUS | IRON | IRON | WATER | WATER |
| FAT | FAT | CARTOHYDRATE | CARBOHYDRATE | PROTEIN | PROTEIN |
| FAT | FAT | CARBOHYDRATE | CARBOHYDRATE | PROTEIN | PROTEIN |

BANK II-Area 3.0

Supplement 3.33
SOURCES OF NUTRIENTS
(quiz)

## FIND THE SOURCE

Identify the good food source or sources for each basis nutrient by checking all that apply.

1. A good source of fat is:

____ butter

____ bread

____ carrots

2. A good source of vitamins is:

____ cake

____ green leafy vegetables

____ citrus fruit

____ bread

____ pork

3. A good source of protein is:

____ butter

____ oranges

____ green leafy vegetables

____ meat

____ cake

4. A good source of mineral is :

____ butter

____ orange

____ green leafy vegetables

____ milk

____ liver

5. A good source of carbohydrate is:

____ potatoes

____ carrots

____ orange

____ liver

____ green leafy vegetables

6. A good source of water is:

____ orange

____ coke

____ milk

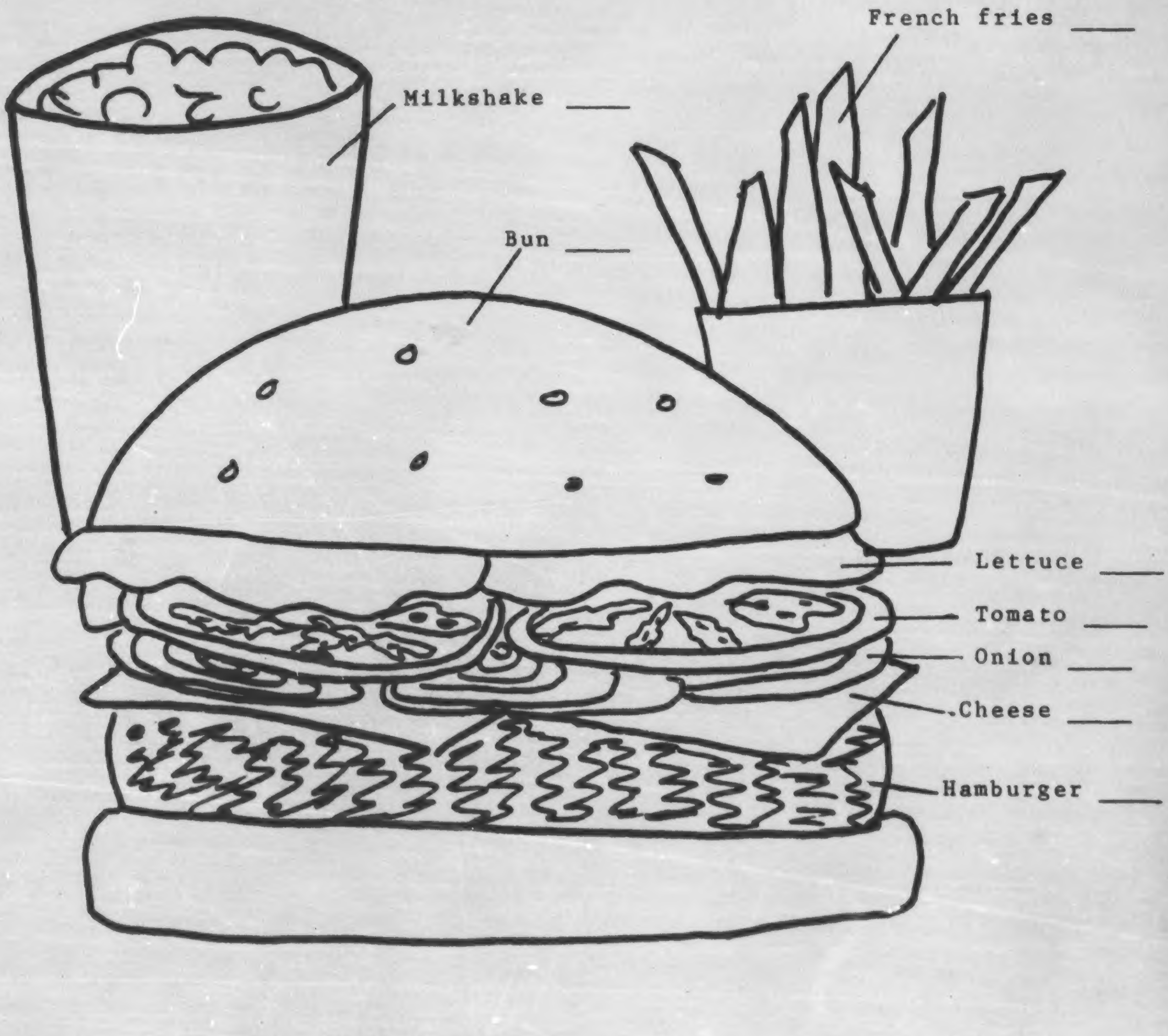
____ tomato

____ crackers

____ water

## FAST FOOD CALORIE COUNT

Directions: Underline the names of the four foods you think are lowest in calories. Using a calorie table, find the number of calories in a serving of each food. Record the number in the space after the food name. Did you guess correctly? Now color the foods which are lowest in calories.


French fries ____
Milkshake ____
Bun ____
Lettuce ____
Tomato ____
Onion ____
Cheese ____
Hamburger ____

## MAP A CALORIE ROUTE

This game can be used with groups or individuals who wish to lose weight, or by reversing the rule to win, by those wishing to gain weight. Players should, by playing the game repeatedly, learn the following content:

- --Foods within each Basic Four Food Group vary in caloric value.
- --Food Groups, in general, vary in caloric value.
- --Basic Four requirements can be met with widely varying calorie intakes.
- --Some foods do not belong in any of the Basic Four Food Groups.

Equipment needed:
Game board--see next page.
Score sheet for each player--see page 3.
Market for each player to move around the board.
Dice (only one is used)

Object of Game: To obtain foods which meet the requirements of the Basic Four Food Groups with the least possible number of calories.

Rules of Play: Player with least number of letters in his/her full name goes first. Turns proceed to the right.

Player throws die and, starting at any corner of the board, proceeds that number of spaces in any direction--up, down, sidewise, or diagonally. He/she records the food the dice lands on in the approriate space on score sheet along with its caloric value. He/she cannot land on any square in which another Player is located. All moves must be in straight lines except where this would take Player off the board. In that case, the Player may make one turn during the move.

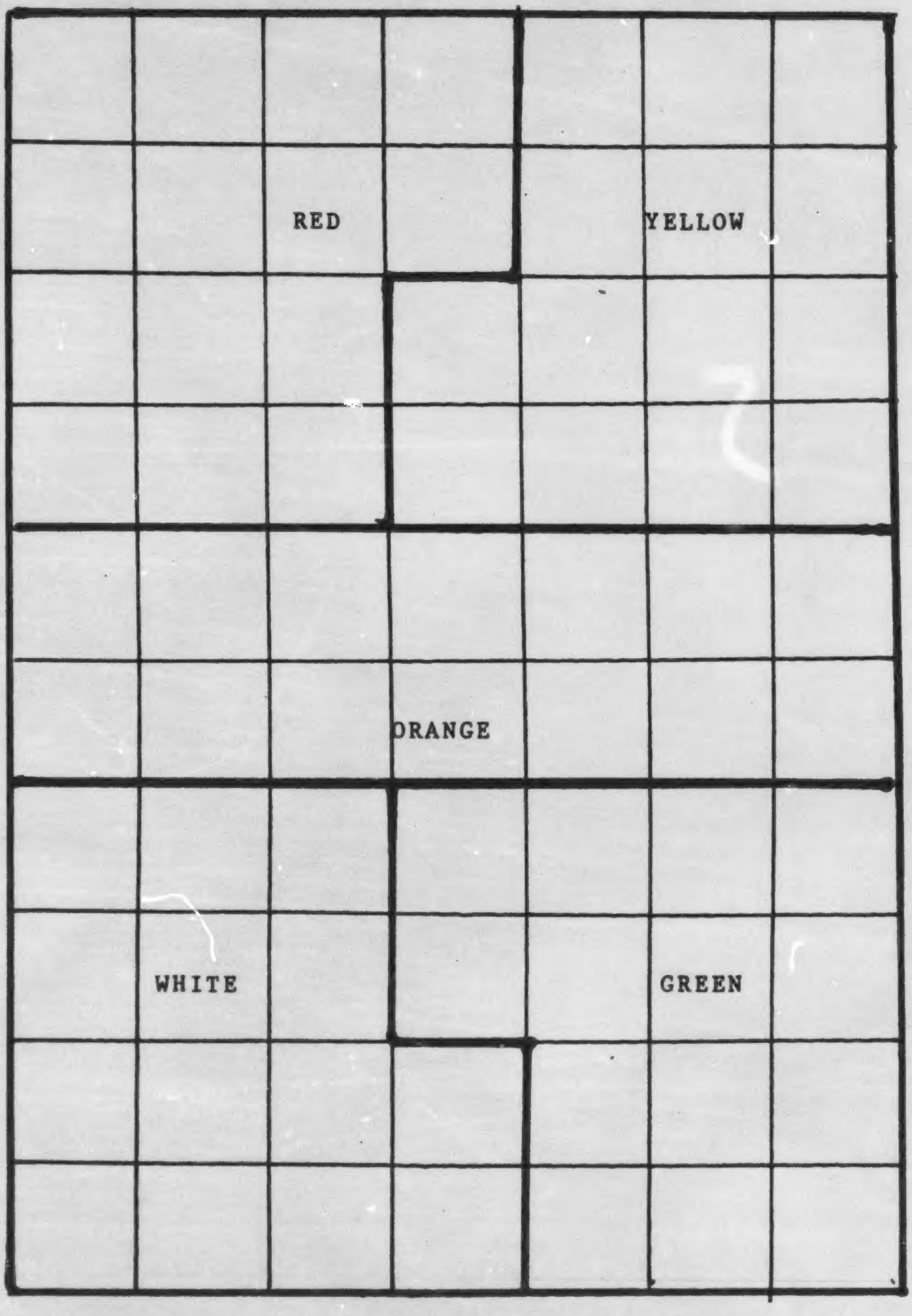
Game ends when all players have had 16 turns. Any Player sho does not have first 14 spaces on the Score Sheet appropriately filled is ineligible for winner. All others total their calories, and the lowest score wins.

---

Adapted from the game by Jo Ann Greenman in Illinois Teacher, September/October 1971.

## Game Board

Make the game board 22"x28" with 3" squares. Color sections as shown. The blocks in each corner represent the four basic food groups. (Red might represent the protein foods). The orange section in the center is other foods. Each square should have a picture of the food from the appropriate food group the name of the food, the amount of one serving, and the number of calories.



## Score Sheet

| | | Name of Food | Calories |
|---|---|---|---|
| Red<br>(Protein Foods) | 1 | | |
| | 2 | | |
| Yellow | 1 | | |
| | 2 | | |
| | 3 | | |
| | 4 | | |
| White | 1 | | |
| | 2 | | |
| | 3 | | |
| | 4 | | |
| Green | 1 | | |
| | 2 | | |
| | 3 | | |
| | 4 | | |
| Extra | 1 | | |
| | 2 | | |
| | 3 | | |
| | | TOTAL | |

## Score Sheet

| | | Name of Food | Calories |
|---|---|---|---|
| Red<br>(Protein Foods) | 1 | | |
| | 2 | | |
| Yellow | 1 | | |
| | 2 | | |
| | 3 | | |
| | 4 | | |
| White | 1 | | |
| | 2 | | |
| | 3 | | |
| | 4 | | |
| Green | 1 | | |
| | 2 | | |
| | 3 | | |
| | 4 | | |
| Extra | 1 | | |
| | 2 | | |
| | 3 | | |
| | | TOTAL | |

# I ATE IT ALL

Record on the chart below all the foods you have eaten in one day. List the number of servings and record the food group in which each food belongs. Did you have the number of servings from each food group that you need?

| FOOD | NUMBER OF SERVINGS | WHAT FOOD GROUP |
|---|---|---|
| Morning--Breakfast (before I came to school or at school) | | |
| Noon--Lunch (cafeteria, packed lunch, snack bar) | | |
| Evening--Supper or Dinner | | |
| Snacks (list all eaten during the day or evening that were not recorded above) | | |

Supplement 3.35
DAILY FOOD NEEDS
(chart)

## MY DAILY FOOD

How does your diet measure up? You can tell by separating the foods you eat into four food groups. This is known as the Basic Four Food Guide. Anything that does not go into one of these groups will be recorded in the "other group" section. Some foods are a combination--that is, they include foods from more than one group. If you have eaten foods of this sort (for example, macaroni and cheese), estimate what part of a serving should be recorded in each group.

| FOOD GROUP | SERVINGS NEEDED PER DAY | NAMES OF FOOD I ATE | NO. OF SERVINGS I ATE |
|---|---|---|---|
| Milk Group and Dairy Products | 4 servings daily-teens<br>3 servings children | | |
| Meat Group | 2 or more servings | | |
| Fruits and Vegetables | 4 or more servings | | |
| Breads and Cereals | 4 or more servings | | |
| OTHER - Foods not Included in Four Groups | | | |

After you have filled in the chart, think about how good your diet really is. What changes should you make? How can you do this?

Supplement 3,35
DAILY FOOD NEEDS
(game)

## BASIC 4 NUTRITION BINGO

Duplicate the Bingo card on the next page for each student. Let students select foods from the list below to write in the spaces. Write foods from this page on separate cards and put in envelopes labeled to match groups. The caller will draw from the envelopes. When a row on a card or a whole card is filled, the player calls out "Nutrition Bingo." Prizes can be raisins, a carrot or celery stick, or a small piece of cheese, etc.

**MILK GROUP**

American cheese
Custard
Buttermilk
Cheddar cheese
Cottage cheese
Dried milk
Hot chocolate
Ice cream
Parmesan cheese
Pudding
Skim milk
Shake
Swiss cheese
Yogurt

**MEAT GROUP**

Baked beans
Baked ham
Chicken
Dried beans
Eggs
Fish
Hamburger
Hot dogs
Liver
Nuts
Peanut butter
Perch
Roast beef
Swiss steak

**FRUIT VEGETABLES GROUP**

Applesauce
Broccoli
Cantaloupe
Carrots
Cucumber
Green beans
Pears
Peas
Pineapple
Oranges
Radishes
Raspberries
Tomatoes
Watermelon

**BREAD CEREALS GROUP**

Crackers
Dry cereal
English muffins
French bread
Muffins
Noodles
Oatmeal
Pancakes
Pastry shell
Popovers
Rice
Rolls
Toast
Waffles

**EMPYY CALORIES**

Beer
Candy
Cola
Jelly
Gum
Icings
Kool-aid
Marshmallow
Pop
Popsicle
Sherbet
Shortening
Sugar
Taffy

Bank II - 3.35
Basic 4 Nutrition Bingo
page 2

| NUTRITION BINGO | | | | |
|---|---|---|---|---|
| Milk Group | Meat Group | Fruit and Vegetable Group | Bread and Cereal Group | Empty Calorie Group |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Supplement 3.35
DAILY FOOD NEEDS
(word game)

## FOUR FOOD GROUPS WORD FIND

The words below have been "hidden" according to the food groups in which they may be found. Decide which food group each food belongs to and then try to find that food in the puzzle for that group. Turn the page for puzzles.

(Example: Milk is in the milk group, so you would look for the word milk in the milk group puzzle.)

The words are written across and up and down. How many can you find? Good Luck!

---

"HIDDEN" WORDS TO LOOK FOR:

MILK
DRY BEANS
TOMATO
SPAGHETTI
ORANGE
EGGS
ICE CREAM
BEEF
COTTAGE CHEESE
WHOLE WHEAT BREAD
ENRICHED BREAD
CHEESE
BROCCOLI
NOODLES
GRITS
FISH
BUTTERMILK
TURNIP
CAULIFLOWER
GRAPES
CRACKERS
ROLLS
GRAPEFRUIT
CHICKEN
YOGURT
PEANUT BUTTER
ASPARAGUS
CARROT
DRY PEAS
PORK
MACARONI
CEREAL
WATERMELON
CABBAGE
MEAT
CUCUMBER
SPINACH
LAMB
CANTALOUPE
ORANGE JUICE
RICE
OATMEAL

---

ADAPTED FROM: L. A. Wodarski, C.L. Adelson, M.T. Todd, and J.S. Wodarski. Teaching Nutrition by Teams-Games-Tournaments: An Application of Behavioral Analysis. Maryland Agricultural Experiment Station, University of Maryland, 1979.

Bank II-3.34
Four Food Group Word Find
Page 2

## MILK GROUP

10 TO 12-YEAR-OLDS NEED____________ SERVINGS FROM THE MILK GROUP DAILY

13 TO 14-YEAR-OLDS NEED____________ SERVINGS FROM THE MILK GROUP DAILY

C O T T A G E C H E E S E

A Y L A C U D V K M R K I

E O U Y H C E P A I T I S

M G R U E F K O G L E M N

B U T T E R M I L K O M A

P R Y K S V S L G R V I R

S T I C E C R E A M P L G

G O F D F W S T A D C K S

THERE ARE 6 "HIDDEN" WORDS

## MEAT GROUP

10 TO 12-YEAR OLDS NEED_______________SERVINGS FROM THE MEAT GROUP DAILY

13-TO 14-YEAR OLDS-NEED_______________SERVINGS FROM THE MEAT GROUP DAILY

E G G S T U K C F Q S C

D R Y P E A S R I R L H

I O B T C N L C S P R I

O R V P B L A O H L S Q

T M L K N R M G U C N K

P E A N U T B U T T E R

H A I C B E E F N R L I

G T R E O L H P O R K W

A R D R Y B E A N S R L

C H I C K E N W R E C X

THERE ARE 10 " HIDDEN" WORDS

BANK II - 3.34
Four Food Group Word Find
Page 3

FRUIT AND VEGETABLE GROUP

10 TO 12-YEAR-OLDS NEED______ SERVINGS FROM THIS GROUP DAILY

13 TO 14-YEAR-OLDS NEED______ SERVINGS FROM THIS GROUP DAILY

S R A K D T O M A T O U
X Z K P E U G C B N S S
O N C A R R O T R U B A
R I L C F N F M H H V G
A C A U L I F L O W E R
N A S C O P N C S F W A
G B P U W Q J B M O H P
E B A M A L O R A N G E
J A R E T K O O R H R F
U G A E E U R C Z N A R
I E G R R H G O Z C P U
C D U M M J S L O U E I
E F S P E H N L Y S S T
I G K R L S P I N A C H
O H Z X O U G O M C B V
R J C A N T A L O U P E

THERE ARE 15 "HIDDEN" WORDS

BREAD AND CEREAL GROUP

10 TO 12-YEAR-OLDS NEED______ SERVINGS FROM THIS GROUP DAILY

13 TO 14-YEAR-OLDS NEED______ SERVINGS FROM THIS GROUP DAILY

C A C B U E B H O W M
R O L L S N M I D H X
P R C H I R I C E O C
T I E M N I H G F L R
Q D R J P C Z Q P E Z
R R E C F H F J M W D
S P A G H E T T I H J
Z U L P W D Q C Y E P
Q H T M L B T V W A Y
P M A C A R O N I T B
N O O D L E S Z K B H
J S P C R A C K E R S
G R I T S D V H Z E U
Z I C P O A T M E A L
P M F N V U P N P D P

THERE ARE 11 "HIDDEN" WORDS

Supplement 3.35
DAILY FOOD NEEDS
(game)

## FOOD NAME GAME

**Purpose**: To help learners identify new foods and the food group to which they belong.

**Number of Players**: Unlimited

**Directions**:

- Each player draws a chart like the one shown (see example)
- Any name may be used across the top
- Place the food groups in the space at the left
- The purpose of the game is to fill in the spaces with words that begin with the letter at the top of the column and are in the food group at the left
- Four points are scored for the entry selected by no one else and one point for each entry used by other players (example: mustard, mango, mullet, muffin)
- Game may be played without teacher supervision

**Example of Chart:**

| | M | A | R | Y |
|---|---|---|---|---|
| VEGETABLES | | | | |
| FRUITS | | | | |
| MEATS | | | | |
| BREADS & CEREALS | | | | |

SOURCE: Fannie Lee Boyd. Teaching Nutrition Grades 1-8: A Resource Handbook for Teachers. Dept. of Home Economics Education, University of Georgia, Athens, GA, 1977.

## CLASSIFIED INFORMATION

Directions: Classify each food in the column at the left into correct food group by putting the letter of the food group in the blank.

FOODS

_____ 1. bananas
_____ 2. rice
_____ 3. milk shake
_____ 4. pumpkin
_____ 5. crackers
_____ 6. eggs
_____ 7. apples
_____ 8. cabbage
_____ 9. corn bread
_____10. tuna fish
_____11. oatmeal
_____12. hamburger
_____13. rolls
_____14. ice cream
_____15. squash
_____16. cottage cheese
_____17. biscuits
_____18. chicken
_____19. pork chops
_____20. carrots
_____21. cucumbers
_____22. dried beans
_____23. muffins
_____24. cheddar cheese
_____25. potatoes

FOOD GROUP

A. Milk Group
B. Bread & Cereal Gro
C. Vegetable & Fruit Group
D. Milk Group

## WELL BALANCED MEAL

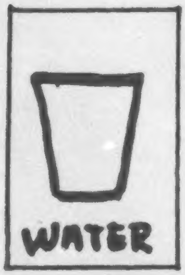
Object of the game: To arrive at "Well Balanced Meal" first.

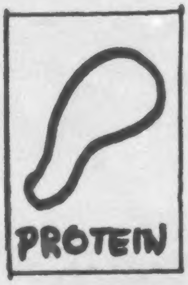
Preparation: Make a game board as shown on the next page and obtain one die. Develop review questions appropriate for grade level and student ability. Each nutrient should have a deck of cards with a symbol on the back to denote the nutrient. (See below for symbols.) Place a question on the front of each card along with a penalty. An example of a question for the "water" deck might be: How many glasses of water should a person drink each day? A penalty for the same card might be "Anemia Alley."

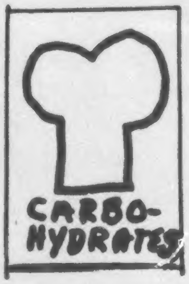
Also prepare a set of cards with a review question on each card for each of the penalty areas, Anemia Alley, Bad Teeth Cavern and Weight Watchers.

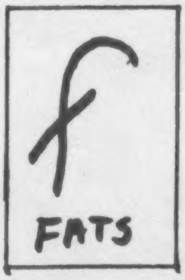
Directions: This game is suitable for 2-4 players and a Nutrition Specialist who will hold the answers to the questions. Players advance according to the roll of the die until they reach a nutrient space. Player draws the top card from that nutrient deck and reads the review question. If the student gives the correct answer he/she proceeds to the next space. If the student cannot answer correctly, he/she receives the penalty written on the card.

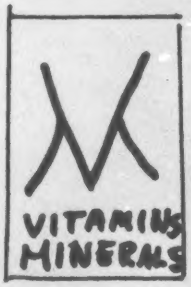
When the student receives a penalty, he/she must leave a token where it is and continue to answer questions from that penalty deck each time it is his/her turn. When the student answers the penalty question correctly he/she may move ahead one space and proceed as before.

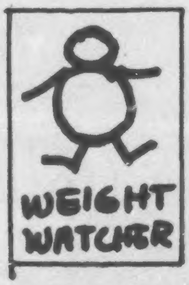


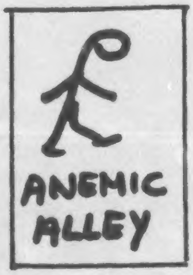


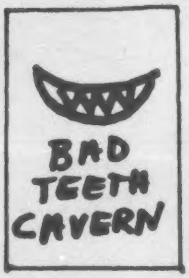


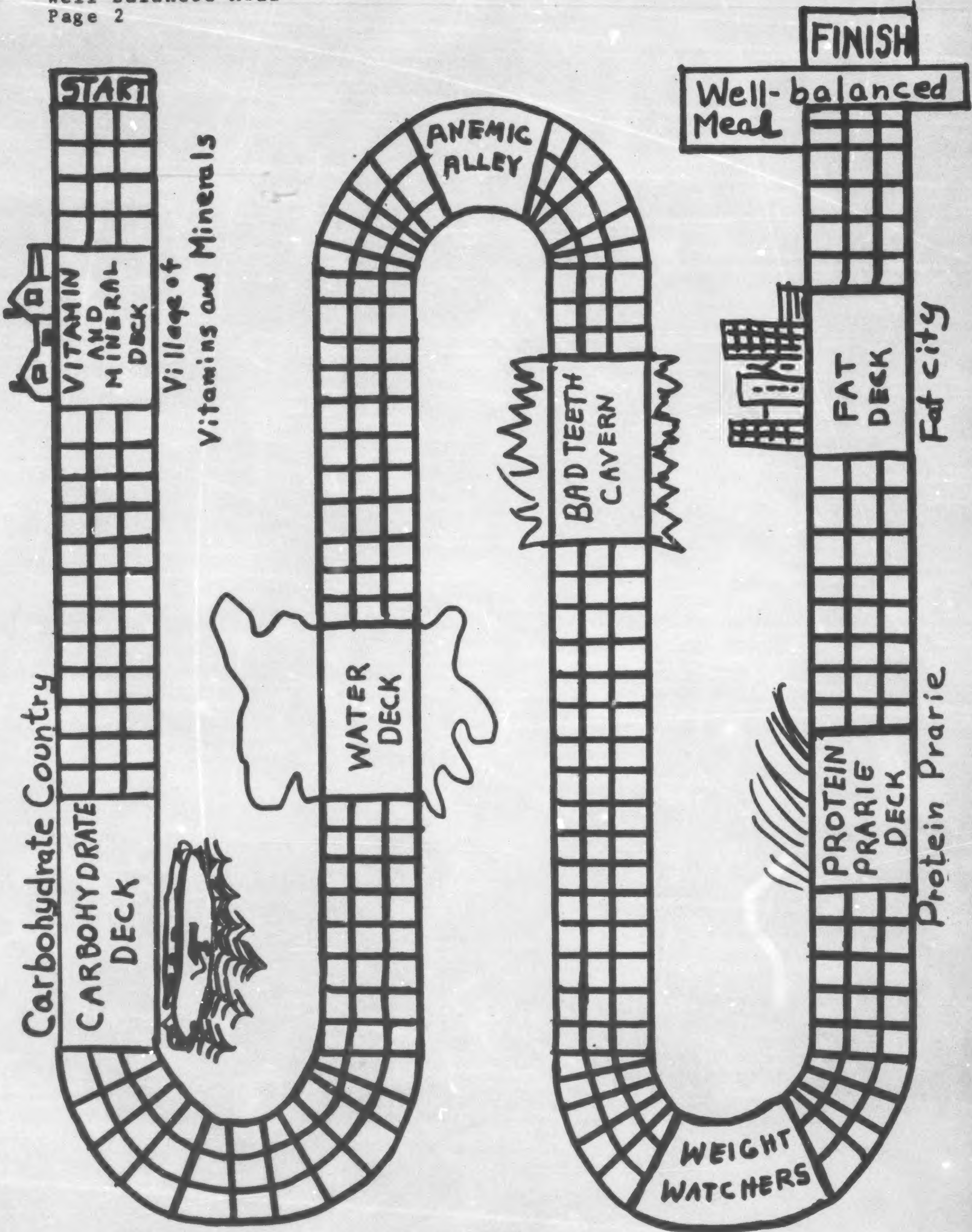




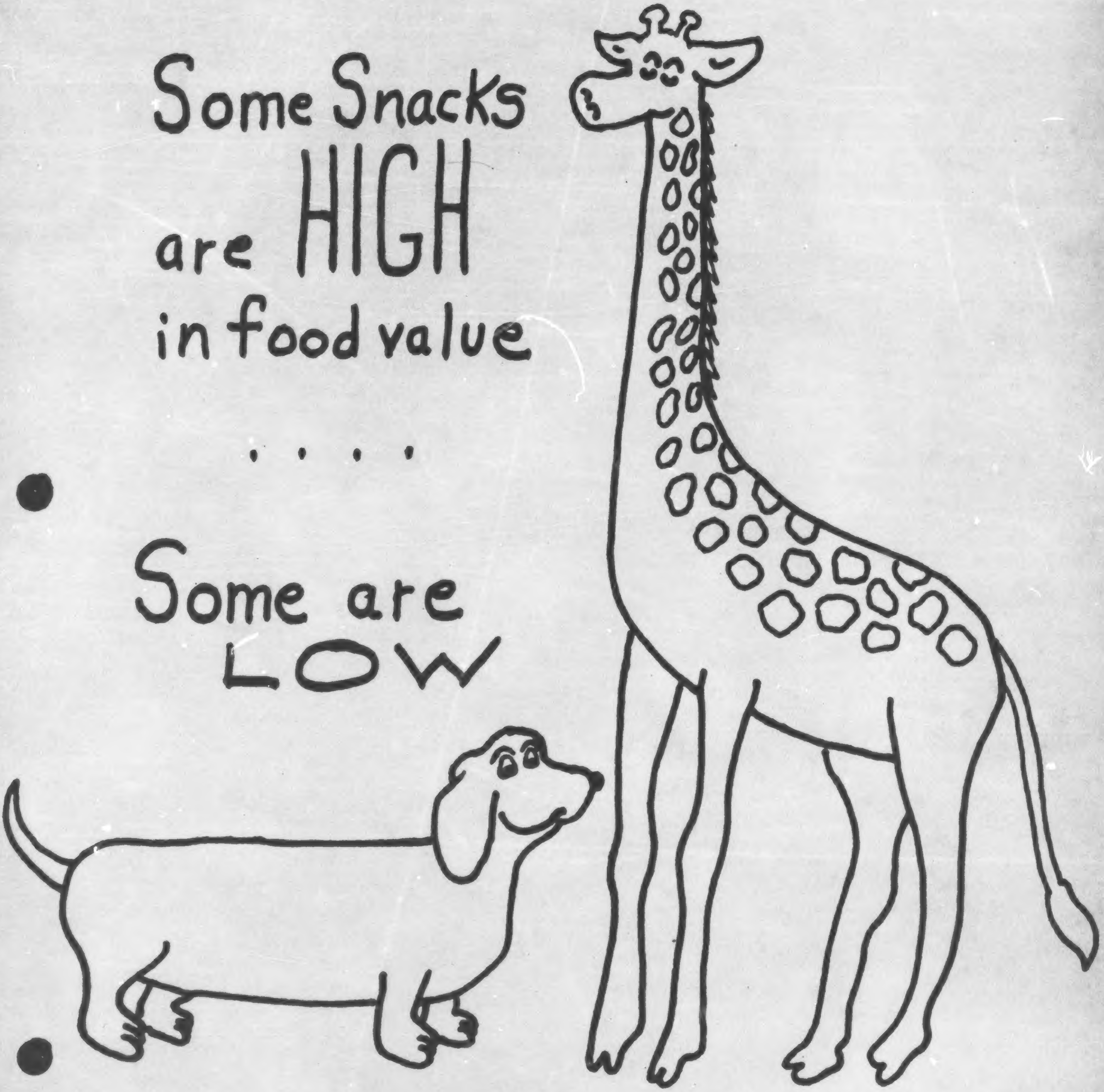







FINISH
Well-balanced Meal
START
ANEMIC ALLEY
VITAMIN AND MINERAL DECK
Villages of Vitamins and Minerals
BAD TEETH CAVERN
FAT DECK
Fat city
WATER DECK
Carbohydrate Country
CARBOHYDRATE DECK
PROTEIN PRARIE DECK
Protein Prarie
WEIGHT WATCHERS

Supplement 3.41a
SNACKING
(visual)


Some Snacks
are HIGH
in food value
. . . .
Some are
LOW

Bank II - Area 3.0

Supplement 3.41a
SNACKING
(Visual)

## HOW SWEET IT IS

How much sugar is there in the snacks you eat?

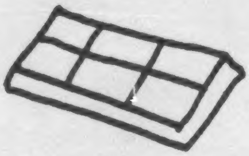
1 cup MILK
2 teaspoons

1 cup
ORANGE JUICE
4 teaspoons

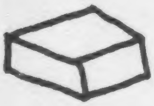
1 cup
GRAPE JUICE
7 teaspoons

1 cup
COLA DRINK
6 teaspoons

1 slice BREAD
1/2 teaspoon



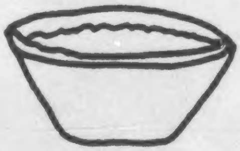
1 1/2 oz.
CHOCOLATE BAR
2 1/2 teaspoons



1 3/4 oz.
BROWNIE
3 teaspoons

1 OATMEAL
COOKIE
2 teaspoons

1 CARROT
1/2 teaspoon
(approx)



1/2 cup sweetened
APPLESAUCE
6 teaspoons

1 APPLE
3 1/2
teaspoons

1 slice
APPLE PIE
7 teaspoons

1 BANANA
2 1/2 teaspoons
(approx)

1/3 pint
ICE CREAM
3 1/2 teaspoons

1 cup
CHOCOLATE MILK
6 teaspoons

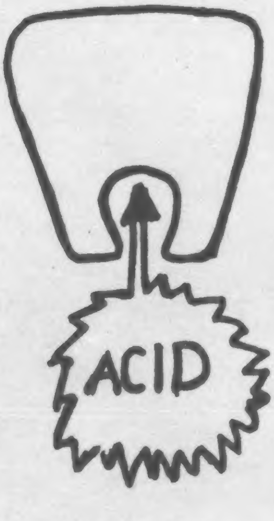
2 oz.
CHEESE
(Cheddar)
trace

Supplement 3.11
HEALTH, APPEARANCE, AND
PERFORMANCE
(visual)

# THE DECAY PROCESS

BACTERIA IN MOUTH + SUGAR IN FOOD →

ACID IN MOUTH → CAVITIES (HOLES) IN TEETH



Source: L.A. Wodarski, C.L Adelson, M.T. Todd, and J.S Wodarski. Teaching Nutrition by Teams-Games-Tournaments. Maryland Agricultural Experiment Station, University of Maryland, College Park, MD, 1979.

## SNACK TRACKS GAME

Advance Preparation: Make game board using poster board approximately 18" square following the sample. Write questions on question cards. Additional questions can be developed to suit the unit of study. Identify question cards by drawing question marks on the opposite side of each card. Write instructions on chance cards.

Instructions for playing:

1. SNACK TRACKS is to be played by four students and one student-monitor who, with the use of the answer sheet, decides if the players' answers are correct or incorrect.

2. Each player rolls the die. The player with the highest number starts the play. This player's token is placed on the "START" symbol and the die is rolled. The player takes a "QUESTION CARD" from the top of the deck and reads it aloud. If the player answers correctly he/she moves the token the number of spaces shown on the die and returns the card face-down on the bottom of the deck.

3. If the player is unable to answer, the person to his/her left rolls the die, answers the same question, and moves the token. Play continues to the left until the question is answered correctly, or each player has attempted to answer. Then, the card is returned to the deck.

4. When a player's token lands on a darkened footprint, he/she draws the top "CHANCE CARD," follows its instructions, and returns it face-down to the deck.

5. Two or more tokens may rest on the same square at any time.

6. The player to first reach the finish is the winner.

## Question Cards

1. Which type of nutrient gives quick energy but may leave you feeling hungry soon after you have eaten?
2. Which has the least calories--a candy bar, orange, doughnut?
3. A calorie is a measure of energy. True or False?
4. A food which is mainly sugar and/or fat is commonly called ______?______ food.
5. A peanut butter sandwich would provide foods from what two food groups?
6. Potato chips are high in which nutrient?
7. Milk foods are good sources of which nutrient types?
8. Starch is a form of what nutrient?
9. Which food is an example of a complex carbohydrate--candy, graham crackers, soda pop?
10. Tell a problem that can result from eating high-calorie snacks.
11. Many foods that are low in nutrients are high in cost. True or False?
12. Name a yellow vegetable that would be a good snack food.
13. Name 2 foods from the milk group that are good snacks.
14. Name 2 snack foods that are high in protein.
15. What purpose does protein serve in the body?
16. If you wanted to gain weight which snack should you choose--milkshake or cupcake? Tell why.
17. A snack is any food that takes the place of a meal. True or False?
18. Name 2 characteristics of a good snack.
19. Grain foods which are "enriched" have what two types of nutrients added?
20. Name 2 things that determine how many calories a person needs.

21. Tell a reason, other than hunger, why people may eat snacks.

22. Which snack would be the most nutritious--soda carcker, sunflower seeds, banana?

23. To what food group does popcorn belong?

24. Tacos can supply foods from four food groups. Name them.

25. Name two pizza toppings that can improve the nutrient level of pizza.

## Chance Cards

1. At lunchtime, you traded your sandwich for a bag of potato chips. Go back 3 spaces.

2. You ate a slice of cheese instead of a candy bar. Take another turn.

3. You weren't really hungry but you ate an ice cream bar before going to bed. Move back 3 spaces.

4. You were hungry after school so you ate a sandwich, some corn chips, and drank a soft drink. Go back 4 spaces.

5. While helping prepare dinner you nibbled on some left-over cake. Lose a turn.

6. You ate breakfast and made it to lunch without a snack. Take another turn.

7. You ate an orange instead of the doughnut. Move ahead 2 spaces.

8. While shopping, you passed up the expensive prepared snacks. Move ahead 3 spaces.

9. You drank a glass of orange juice instead of a soft drink. Move ahead 3 spaces.

10. You were bored, so you ate 3 pieces of left-over pizza. Go back 3 spaces.

11. You ate 3 well-balanced meals today. Take another turn.

12. You skipped breakfast and ate some cookies instead. Move back 4 spaces.

13. You opened the refrigerator after school and found a piece of cream pie. You passed it up and decided to wait for dinner. Take another turn.

14. You used your lunch money to buy a soft drink and packaged cake. Lose a turn.

15. While watching TV you ate carrot and celery sticks. Move ahead 2 spaces.

16. A friend offered you some french fries, but you nicely refused. Move ahead 2 spaces.

17. You ate toffee after lunch. (Can't brush for several hours.) Move back 2 spaces.

18. You compared nutrition labels while shopping. Take another turn.

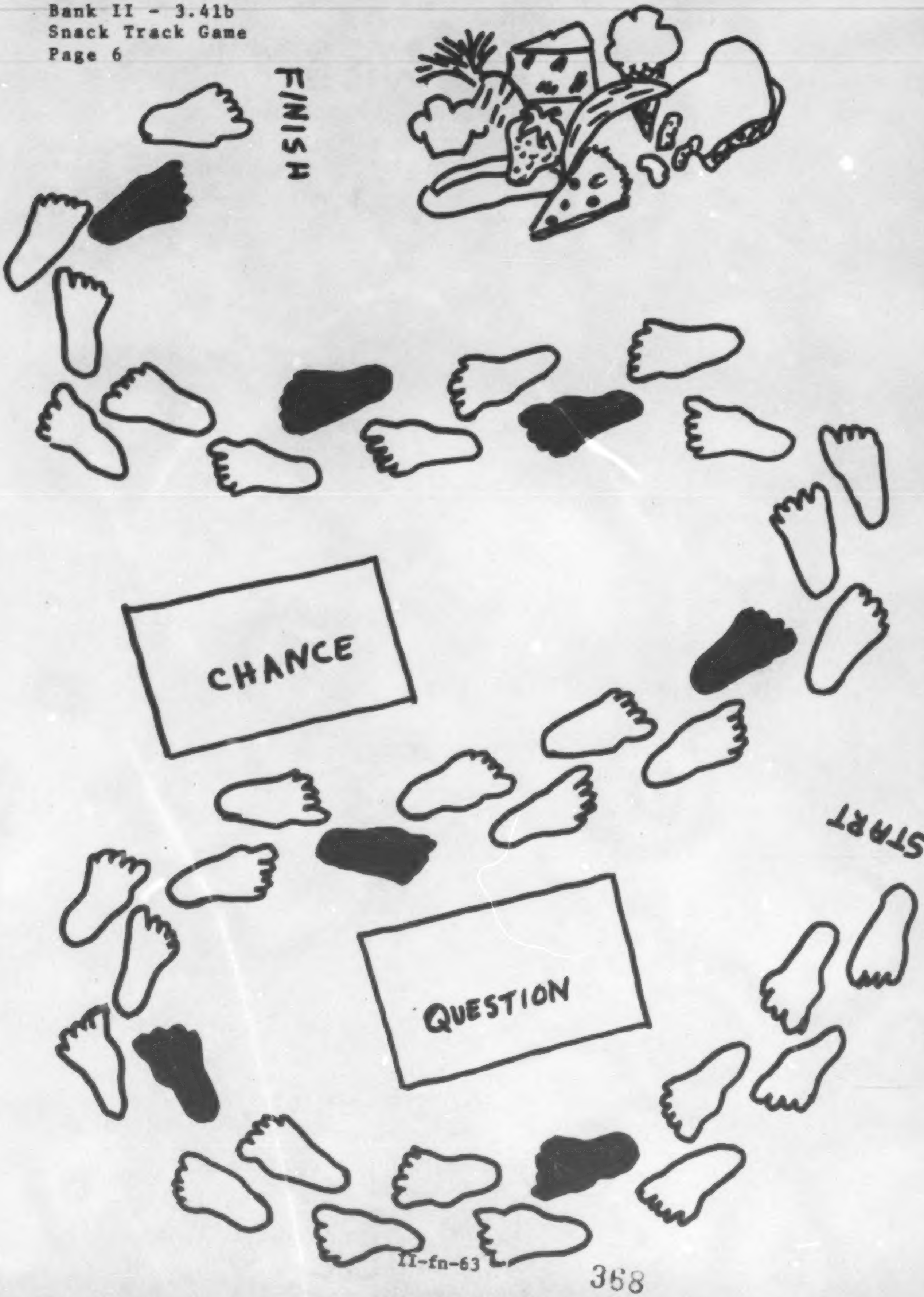
19. You had 4 servings from the fruit-vegetable group today. Move ahead 3 spaces.

20. You made your sandwich with whole-wheat bread. Move ahead 2 spaces.

## Answer Sheet

1. carbohydrate
2. orange
3. true
4. junk
5. grain and meat groups
6. fat
7. vitamins, minerals, and protein
8. carbohydrate
9. graham crackers
10. overweight, tooth decay, too full to eat balanced meals (name any 1 problem)
11. true
12. carrot
13. cheese, ice cream, yogurt, milk shakes, pudding (name any 2)
14. name any 2 foods from milk or meat group.
15. growth and repair of tissue
16. milkshake--is high in calories and nutrients
17. false
18. quick, easy to prepare, nutritious (name 2)
19. vitamins and minerals
20. body size and build, activities, age (name any 2)
21. bored, reward themselves, to be sociable, habit (name any 2)
22. sunflower seeds
23. grain
24. grain, fruit/vegetable, milk, and meat groups
25. sausage, cheese, peppers, ground beef (students may think of others--name 2)

Bank II - 3.41b
Snack Track Game
Page 6


FINISH
CHANCE
START
QUESTION

Supplement 3.41b
SNACKING
(case studies)

## CHOOSING SNACKS

Read each case study and then decide which snacks would be good choices for the person described.

### Case Study 1

Pat is a high school sophomore. He is very active in track, tennis, and softball. Two nights a week he practices for the regional tennis tournament. He spends two other evenings with softball games and track meets. He also has track practice each day after school. Pat eats a balanced diet to get the nutrients his body needs. What are some good snack choices for Pat?

### Case Study 2

Leslie is a 7th grader. She makes the top grades in her class in everything but physical education. Her parents insist she walk the 2 blocks to school. Her favorite passtimes are reading, wathhing TV, and talking on the telephone. Physical activity is for someone else! Leslie's parents see that the family eat well-balanced meals but Leslie is definitely on the chubby side. Her dad says she will grow out of it, but her mother advises her to watch the snacks. What snacks do you suggest for Leslie?

### Case Study 3

As soon as the dismissal bell rang, 8th grader George dashed for home. On the way he stopped at the store. As he looked around, he wondered why he felt so hungry. For breakfast he had pancakes with syrup and butter, sausage, and orange juice. He ate a hotdog with sauce, french fries, cole slaw, baked beans, and milk for lunch. He also remembers that his dad is cooking spaghetti and meatballs for dinner, along with garden salad and Italian bread. Considering his other foods that day, what do you suggest George buy for a snack?

### Case Study 4

Jessie is a 6th grader who has grown tall this past year. Her classmates tease her for being so skinny. She eats a balanced diet--her parents see to that--but she really doesn't want very much food at a time. When she eats a lot at one time she feels miserable. She would really like to gain some weight, even though she realizes that being so thin may be only temporary. What snacks should Jessie select?

### Case Study 5

Jill is always busy and on the go. She is up early to cover her paper route before school. She doesn't always have time to sit down for breakfast. She loves activity so always takes part in intermurals whenever possible as well as PE. At lunch time she neve wants to take time to go to the lunchroom. She has too many things to do. She is simply starved by dinner time, but then rushes off to do a class project with a friend, babysit, or go bicycle riding. What snacks might help her diet?

## Snack List

- Carrot sticks
- Brownies
- Celery
- Tomato juice
- Popsickle
- Lettuce salad
- Apple
- Cake
- Granola bar
- Orange juice
- Cookies
- Corn chips
- Potato chips
- Green pepper
- Soda pop
- Cinnamon toast
- Kool-aid
- Melon
- Cheese sticks
- Orange
- Milk
- Apple pie
- Banana
- Peanuts
- Ice cream cone
- Pear
- Doughnuts
- Pizza
- Milkshake
- Popcorn
- Raw cauliflower
- Peanut butter sandwich
- Cereal w/milk
- Candy
- Iced tea
- Cottage cheese w/fruit
- Buttered toast
- Skim milk
- Raisins
- Ice milk
- Graham crackers
- Chocolate milk
- Pretzels
- Cold fried chicken

Bank II - Area 3.0

Supplement 3.41b
SNACKING
(word game)

## WORD SCRAMBLE FOR EMPTY CALORIE FOODS

There are 16 different empty calorie foods in the word scramble below. Identify them by circling each food. Check the answers below when you finish.

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | P | O | P | D | O | O | F | L | E | G | N | A |
| A | E | L | E | M | O | N | D | R | O | P | S | X |
| L | P | O | P | S | I | C | L | E | A | T | I | K |
| E | R | B | P | I | C | I | N | G | S | N | Y | O |
| K | A | T | E | O | C | A | N | D | Y | P | S | O |
| A | M | A | R | S | H | M | A | L | L | O | W | L |
| S | E | F | M | O | I | U | N | D | Z | P | I | A |
| W | O | F | I | R | P | G | Z | O | X | R | L | I |
| I | R | Y | N | K | S | Q | T | C | E | I | A | D |
| S | H | C | T | O | C | S | R | E | T | T | U | B |
| S | M | I | S | S | E | O | B | S | U | G | A | R |

Answer Key: pop, angelfood, lemon drops, popsicle, icings, candy, marshmallow, sugar, ale, taffy, peppermint, chips, gum, Kool-aid, beer.

SOURCE: Home Economics Curriculum Guide for Grades 7-8-9. Appleton Area School District, Appleton, Wisconsin 54913. 1978.

Supplement 3.41 b
SNACKING
(simulation)

## SNACK IN-BASKET

What do you and a big business executive have in common? One thing is that both of you have to make many decisions every day.

Have you ever stopped to think that each time you eat, you make a decision? Sometimes the decision is only to eat or not to eat. At other times you also decide what to eat.

You probably have the most choice when you snack. How do you make your snacking decisions? By habit? Through snap judgments? Or do you give some thought to the question?

Because you probably have several snacks each day, what to eat for snacks deserves some good decision making. Snacks help you get the calories you need every day. Since you are probably still growing and because you may be more physically active than an adult, you probably need more calories in relation to your size than you will later. It is easy to get too many calories through snacks, though

Since snacks have become such a way of life, we need to think about what nutrients we get in the snacks. Many snacks have mostly fats and carbohydrates (sugars and starches). If snacks cut into regular meals, you may need to get part of your vitamins, minerals, and protien through snacks. You may also need some of these nutrients in snacks if your meals do not include all that you need.

- - - - - - - -

Business executives sometimes practice making decisions using the in-basket. That means they are given many papers in their "in-basket" to decide what should be done. They then put them in the out-basket.

You can practice making snack decisions using the same technique.

Directions: Decide how many calories you want through snacks in one day. This will be based on whether you want to gain, lose, or Keep your present weight.

Record Snack Calories Goal:_______

Read each situation and then circle the snack you would choose. You may also pass and not take a snack. The objective is to come as close to the number of calories you chose at the end of the day, with also foods that are high in vitamins and minerals. Circle your choice or leave blank.

---

| | | | |
|---|---|---|---|
| 1. | You still feel hungry as you leave for school. What do you take to eat on the way? | Apple | Doughnut |
| 2. | At morning break you are thirsty. Which do you drink? | Soda Pop | Milk |
| 3. | You are hungry an hour before lunch. Which do you eat? | Orange | Candy Bar |
| 4. | You still want something to nibble on after lunch. Which do you eat? | Potato Chips | Carrot Sticks |
| 5. | During mid-afternoon you feel drained. What do you eat? | Graham Crackers | Chocolate Chip Cookies |
| 6. | You are thirsty after that. What do you drink? | Lemonade | Coke |
| 7. | You stop for a snack after school. What do you get? | Carrot Cake | Fruit Salad |
| 8. | Dinner will be late tonight so you have a little snack first. What do you eat? | Sugar Coated Cereal | Granola Munchies |
| 9. | While you do your homework you want some buttered toast. What do you put on it? | Applesauce | Strawberry Jam |
| 10. | Just before you go to bed, you decide to get something to drink. What do you choose? | Buttermilk | Milk Shake |

Look up the calories in the foods you chose.

Record: ____________________

How does that compare with what you decided to eat?

______________________________________________________________

How many foods that were high in vitamins and minerals did you eat?

______________________________________________________________

How many foods from each of the basic foods groups did you choose?

Dairy products ____________________

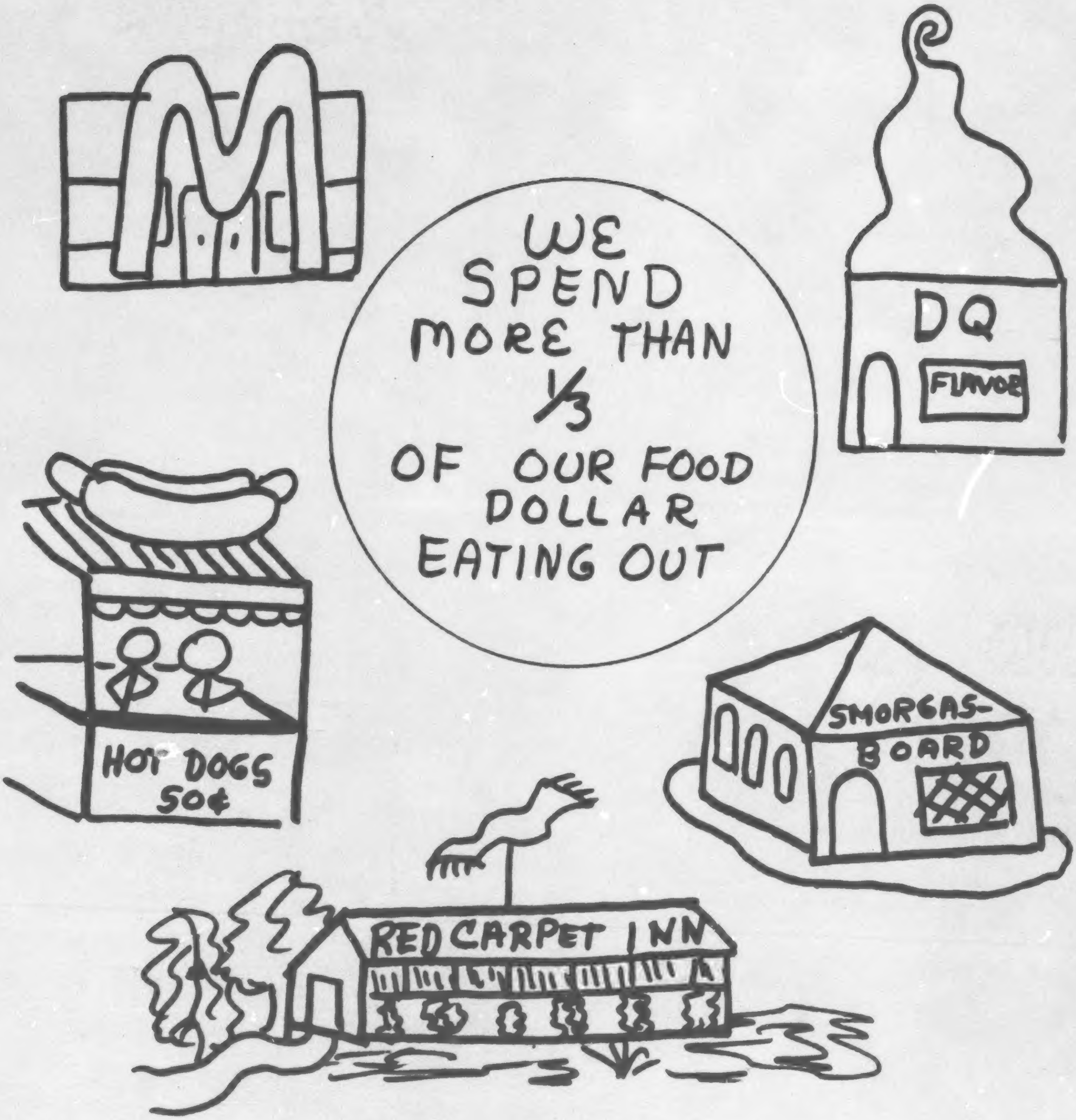
Fruits/vegetables ________________

Meat or protein __________________

Grain products ___________________

How do you rate your snacks for the day?

# EATING OUT


WE
SPEND
MORE THAN
1/3
OF OUR FOOD
DOLLAR
EATING OUT
DQ
FLAVOR
HOT DOGS
50¢
SMORGAS-
BOARD
RED CARPET INN

## WHERE TO EAT/WHAT TO EAT

Directions: Divide into groups of 6. Each group will have Situation 1 or Situation 2 (or complete additional situations for which topics are suggested so that each group has a different Situation).

One student will be director. He or she presents the situation, asks the questions, and sees that responses are recorded. The other students will take turns telling where/what to eat.

Note: Caution the director to present only one problem in the situation at a time. Get the response to that decision situation before reading the rest of the questions. In that way past decisions will need to be considered in making future decisions. It also takes into account that we do not always know plans for the next meal when we are eating out.

After all groups complete the problems report to the class. Select another group to evaluate food choices.

Have a rerun so that groups can revise their choices. Discuss the following:

1. In real life you can't change what you eat after the fact.
2. Seeing what you might have chosen can help improve future food selections.
3. Meeting some of the food requirements each time you eat helps keep more options open to you as the day goes by.

### Situation 1

You are traveling with your family by car. You will be on the road for 3 days.

For breakfast you ate at the restaurant beside the motel. What did you have?

Your Dad asks you to watch for a place to eat lunch. Where do you choose? What do you order?

The afternoon gets long. Everyone is restless and thirsty. Where do you stop? What do you eat or drink?

You have reservations so check into a motel. You have to find some place to eat. Where do you go? What do you order?

On the way back to the room you decide to stop and get something for a late snack to fill out your nutrient requirements for the day (besides, you'll be hungry again with no refrigerator to raid). What do you get? Where do you get it?

Situation 2

You are going to town to shop all day. You won't be back until late. You eat breakfast before you go. What do you have?

By 11;30 you are tired and hungry. Where do you go? What do you eat?

It is 2:30. Your feet are killing you. Where do you go? What to you order?

At 6:30 you think "This is harder than school." But you still have some things to get and stores are open late tonight. Where do you go? What do you get?

At 10:00 p.m. you open the front door, drop your things, and head for the refrigerator. What do you eat?

Other Situations

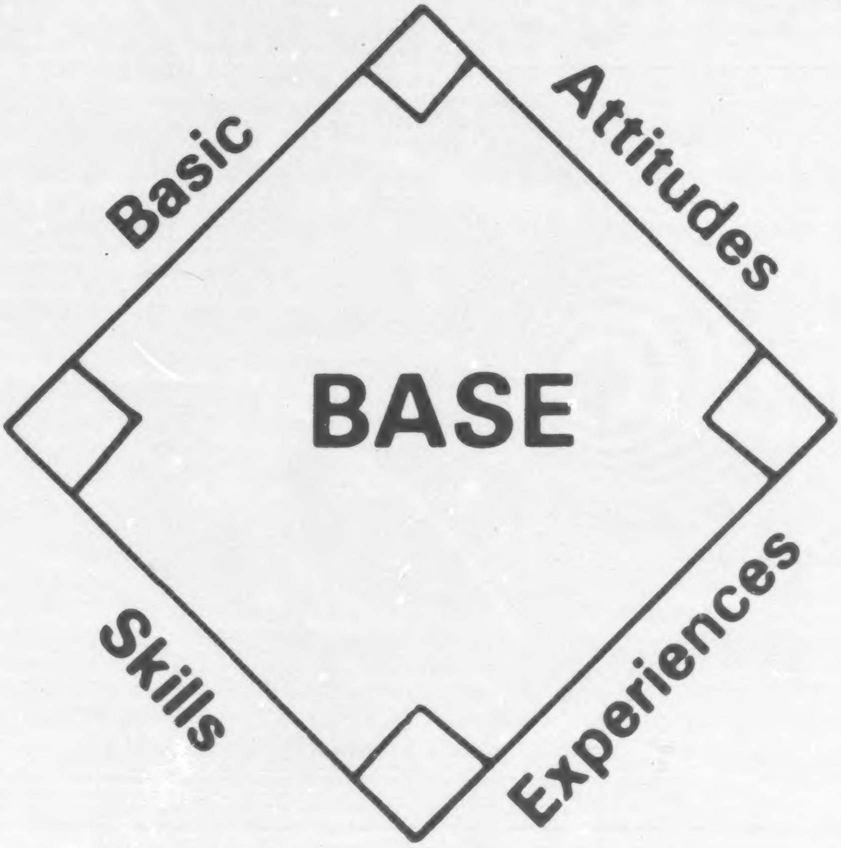
Other situations may be developed by the teacher or students with such problems as:

1. very limited funds
2. vegetarian
3. on a reducing diet
4. on a high calorie diet
5. allergies to several foods
6. people you are eating with want very different types of food
7. this meal will be last time you can eat for 6 hours
8. vending machines all that is available
9. place with very limited selection
10. place that is a "glutton's" delight

# BASE BANKS

## HOME ECONOMICS CURRICULUM

## GRADES 5-8


Basic
Attitudes
BASE
Skills
Experiences

**BANK III**
**INDEPENDENCE**
**INTERDEPENDENCE**

**AREA 3.0**
**FOODS/NUTRITION**

# BANK III - INDEPENDENCE/INTERDEPENDENCE
## AREA 3.0 FOODS/NUTRITION

As learners move from dependence to independence, they must also learn interdependence to live successfully in today's world. Independence involves being able to do things for one's self. It involves self-sufficiency in doing things and making decisions. It requires development of inner resources as well as skills and abilities to perform tasks. Independence also requires self-discipline in assuming responsibility for one's self.

Learners in the 10-14 age group need increased opportunity to exercise independence. As they demonstrate their ability to handle independence in small ways, the opportunities for being independent can be increased. Although students will not be fully independent for some years to come, they need to learn that independence is both a privilege and a responsibility.

A prediction for the future is that we will become increasingly interdependent. At least we will become interdependent on a larger scale. Except for those of our ancestors who lived off the land as hunters, or otherwise lived and worked alone, interdependence was often limited to family or neighbors. Today the scope of the ways in which we are interdependent is mind-shattering. Interdependence is necessary among families as well as among nations.

In the Foods/Nutrition area of BASE, students have the opportunity to learn some of the ways we are interdependent in relation to our food supply. The student also has opportunity to learn self-sufficienty in relation to preparing his or her own food. He or she also will learn that independence depends on use of equipment, using safe work habits, and avoiding food contamination.

Interdependence is learned through team work in the kitchen. Avoiding food contaminiation takes on a new aspect when one is working with food other people will eat. Table manners and service are taught within the context of interdependence with lessons illustrating that we have an obligation to other people when we eat.

# CONCEPT OUTLINE
## BANK III - INDEPENDENCE/INTERDEPENDENCE
## AREA 3.0 - FOODS/NUTRITION

Concept Page

- 3.10 FOOD SUPPLY . . . . . . . . . . . . . . . . . . . . . . . . III-FN-3
  - 3.11 Sources.......................................... III-FN-3
  - 3.12 Food Forms....................................... III-FN-5
  - 3.13 Processing....................................... III-FN-7

- 3.20 SELF-SUFFICIENCY IN THE KITCHEN . . . . . . . . . . . . . . . III-FN-13
  - 3.21 Kitchen Safety................................... III-FN-13
  - 3.22 Care and Use of Equipment........................ III-FN-15
  - 3.23 Food Safety and Sanitation....................... III-FN-18
  - 3.24 Simple Preparation............................... III-FN-23

- 3.30 WORKING WITH OTHERS . . . . . . . . . . . . . . . . . . . . . III-FN-26
  - 3.31 Food Safety and Sanitation....................... III-FN-26
  - 3.32 Team Work........................................ III-FN-28
  - 3.33 Meal Service..................................... III-FN-31
  - 3.34 Manners.......................................... III-FN-33

Bank III: INDEPENDENCE/INTERDEPENDENCE Area: 3.0 FOODS/NUTRITION

Concept: 3.10 FOOD SUPPLY (Sources)

Competency: 3.10 The learner will investigate the food supply in relation to sources, food forms, and processing of the food.

Learner Outcome/Evaluation:

3.11 Given examples of foods, the learner will tell the sources and persons upon whom we depend for each.

| Learning Activities | Resources/Supplements |
|---|---|
| View the poster and discuss where the different children live and what they eat. How are families both independent and interdependent in relation to food supply? How are countries or regions independent and interdependent? What would you eat if your family had to produce all of its own food? | Poster and discussion guide: What Did You Have for Breakfast this Morning? National Dairy Council.<br>Filmstrip: Food as a Force in History. Multi-Media Prod. |
| View a filmstrip or read to find out where we get our food. Make a poster showing steps in getting one of your favorite foods from the producer to your table. | Filmstrip: Food: From Source to You. YOU ARE WHAT YOU EAT: NUTRITION FOR YOUNG PEOPLE. Guidance Assoc.<br>Filmstrip: The People Factory. Pepperidge Farms.<br>Foster et al. Creative Living. Maclean Hunter, 1979, pp. 265-272.<br>USDA. What's to Eat? 1979, pp. 22-54. |
| Identify through a buzz session as many workers as you can who help feed you. Write a story explaining who helps feed you. | |
| Research the major agricultural products of various countries. Work in groups and complete the bulletin board The World's Food Supply (Supplement 3.11). | Supplement 3.11. The World's Food Supply. |

Visit the gourmet section in a supermarket. Name 6 products that have been imported. Discuss the variations.

Bank III - Outcome 3.11 Food Sources

### Suggested Integrations with Other Home Economics Concepts

| | | |
|---|---|---|
| Bank I | Concept 3.17 | Reading Stories About Food |
| Bank II | Concept 3.35 | Daily Food Needs |
| Bank III | Concept 1.23 | Family Heritage |
| Bank III | Concept 3.12 | Food Forms |
| Bank III | Concept 3.13 | Processing |
| Bank III | Concept 3.23 | Food Safety and Sanitation |
| Bank III | Concept 3.24 | Simple Preparation |
| Bank III | Concept 3.31 | Food Safety and Sanitation |

### Suggested Integrations with Other Subject Matter Areas

Social Studies. Use an encyclopedia or library resources to research the amount and types of food often imported to the U.S.

Study interdependence among nations. Relate this study to world food supply.

Label a world map with foods exported from various countries.

Art. As a class, design and make a wall mural on large sheets of paper. The mural can depict scenes of food production and distribution from seed to table.

History. Study the major ethnic groups in America. Discover ways these groups have influenced American eating habits.

Bank III: INDEPENDENCE/INTERDEPENDENCE Area: 3.0 FOODS/NUTRITION

Concept: 3.10 FOOD SUPPLY (Food Forms)

Competency: 3.10 The learner will investigate the food supply in relation to sources, food forms, and processing of the food.

Learner Outcome/Evaluation:

3.12 Given examples of foods, the learner will list other forms in which each may be purchased.

| Learning Activities | Resources/Supplements |
|---|---|
| Arrange an exhibit for the class of food sold in different forms. Examples are frozen, canned, fresh, freeze-dried, dehydrated, etc. | |
| Complete the Supplement Try A New Form and discuss food forms you prefer for different examples. | Supplement 3.12. Try A New Form. |
| Divide the class into teams. Take a trip to the grocery store. Choose a food from each different processed form. | |
| Bring pictures to school of different food forms. Compile the pictures and make a bulletin board. | |
| Read and discuss the different methods of processing food in Living, Learning, and Caring. | Dunn & Peeler. Living, Learning, and Caring. Ginn. 1981, pp. 289-291. |
| Invite home extension agent to demonstrate different methods of processing food. Discuss how home processing of food might differ from commercial processing. | |
| Complete Supplement Food Forms to Meet Needs to find how different forms | Supplement 3.12. Food Forms to Meet Needs. |
| Discuss ways we might be dependent/independent in relation to different forms of food. | |

Bank III - Outcome 3.12 Food Forms

### Suggested Integrations with Other Home Economics Concepts

| | | |
|---|---|---|
| Bank I | Concept 3.12 | Reading Food Labels |
| Bank I | Concept 3.13 | Reading Recipes |
| Bank I | Concept 3.44 | Computing Food Costs |
| Bank I | Concept 3.52 | Perceiving Portions |
| Bank I | Concept 3.53 | Perceiving Quality |
| Bank II | Concept 2.31 | Values, Goals, Time, Effort |
| Bank II | Concept 2.32 | Values, Goals, Money |
| Bank II | Concept 2.41 | Using Time & Effort to Reach Goals |
| Bank II | Concept 2.42 | Using Money to Reach Goals |
| Bank II | Concept 3.21 | Motivations |
| Bank II | Concept 3.31 | Nutrients |
| Bank III | Concept 3.11 | Food Sources |
| Bank III | Concept 3.13 | Food Processing |
| Bank III | Concept 3.23 | Food Safety and Sanitation |
| Bank III | Concept 3.24 | Simple Preparation |
| Bank III | Concept 3.31 | Food Safety and Sanitation |
| Bank III | Concept 3.33 | Sources of Nutrients |
| Bank III | Concept 3.42 | Quality and Cost |

### Suggested Integrations with Other Subject Matter Areas

Math. Compute and compare the cost per serving of foods in various forms.

Social Studies. Study the lifestyle and diet of America's early settlers.

Invite a home economist or older person in the community to explain ways food was once preserved in the home.

Research changes in lifestyle that have resulted in an increase in the use of convenience foods.

Art. Make a colage using food pictures, labels and advertisements of fresh, frozen, canned and dried food.

Science. Study the effects of temperature, humidity, air and light on bacterial growth.

Bank III: INDEPENDENCE/INTERDEPENDENCE Area: 3.0 FOODS/NUTRITION

Concept: 3.10 FOOD SUPPLY (Processing)

Competency: 3.10 The learner will investigate the food supply in relation to sources, food forms, and processing of the food.

Learner Outcome/Evaluation:

3.13a Given examples of foods formerly unavailable during some seasons, the learner will tell the processing and storage methods that now make them available.

| Learning Activities | Resources/Supplements |
|---|---|
| Interview older members of the community asking them to identify foods that are now available year round, that were not previously available all seasons. How did they save food for the winter? | |
| Read Living, Learning and Caring. Discuss the convenience of canned foods, frozen, dried and packaged. Compare the taste and quality of each. | Dunn & Peeler. Living, Learning, and Caring. Ginn, 1981. pp. 289-291. |
| Read Discovering Nutrition. Discuss foods that are seasonal. Discuss how the weather determines cost of vegetables and fruits. | Kowtaluk. Discovering Nutrition. Bennett, 1980, pp. 94-95. |
| Look at the map from Supplement 3.11 and discuss how food is processed and stored to make it available in different parts of the world. | Supplement 3.11. The World's Food Supply. |
| Divide into teams and research different processing and storage methods that are used in getting food to us. | |

SEE OUTCOME 3.13d FOR INTEGRATIONS

Bank III: INDEPENDENCE/INTERDEPENDENCE Area: 3.0 FOODS/NUTRITION

Concept: 3.10 FOOD SUPPLY (Processing)

Competency: 3.10 The learner will investigate the food supply in relation to sources, food forms, and processing of the food.

Learner Outcome/Evaluation:

3.13b Given food labels, the learner will identify the additives and list reasons each is used.

| Learning Activities | Resources/Supplements |
|---|---|
| Collect and bring to class labels from several food products--ex. hotdogs, margarine, cola drinks, sweeteners, candy, baked goods, cereal, etc. Arrange a display of labels and list terms that you think might be additives. | |
| Read or view filmstrips to find out the purpose and types of additives, what additives some people say should not be used and what would happen if we didn't use additives. | Filmstrip: What You Can Learn. LABEL LITERACY. Sunburst. (begin with frame 60)<br>Filmstrip. Food Additives--Helps or Hazards. Maclean Hunter.<br>Kowtaluk. Discovering Nutrition. Bennett, 1980, pp. 40-41, 100.<br>Creasy & Creasy. Exploring Foods. Prentice-Hall, 1981, p. 307.<br>USDA. What's To Eat? 1979, p. 102.<br>FDA Consumer. More Than You Ever Thought You Wanted to Know About Food Additives. |

Bank III - Outcome 3.13b

| Learning Activities | Resources/Supplements |
|---|---|
| Examine the display again and discuss the value and/or possible disadvantages of additives used.<br>Choose a food that can be bought with or without preservatives. What is the difference, if any, in initial cost? See how long each will stay fresh? How does the length of time the food will keep affect cost per serving to the family?<br>Discuss which additives you think are most essential? the least essential? | |

SEE OUTCOME 3.13d FOR INTEGRATIONS.

Bank III: INDEPENDENCE/INTERDEPENDENCE Area: 3.0 FOODS/NUTRITION

Concept: 3.10 FOOD SUPPLY (Processing)

Competency: 3.10 The learner will investigate the food supply in relation to sources, food forms, and processing of the food.

Learner Outcome/Evaluation:

3.13c Given examples of scientific advances related to the food supply, the learner will tell the effect of each on food supply.

| Learning Activities | Resources/Supplements |
|---|---|
| List on the board all the scientific advances you can think of that have helped increase our food supply (fertilizers, pesticides, pasteurization, refrigeration, etc.). Read to discover any you missed and find out how each has helped. | Creasy & Creasy. Exploring Foods. Prentice-Hall, 1980, p. 306. |
| List several dates in history on the board. Role play situations in which you pretend you wake up and find yourself living in a different time. Dramatize the effect the lack of some of the scientific advances would have on your food supply. | Filmstrip: Eating Isn't Just Another Habit. Pepperidge Farms. frames 6-26.<br>USDA. What's to Eat. 1979. |
| Divide into groups (4 or 5 to a group) and complete the Scientific Wheel. Refer to Supplement 3.13c. | Supplement 3.13c. Scientific Wheel. |
| Discuss ways Scientific Wheels compare and differ from the story. Compile a list on the board or flip chart of comparisons and differences. | |
| Brainstorm scientific advances of the future by compiling a list on the board of changes that might occur in the future. | |
| Read, "A Look at Food and Eating in the Years Ahead" and do a scientific wheel for the future. | USDA. What's to Eat? 1979, pp. 123-131. |

SEE OUTCOME 3.13d FOR INTEGRATIONS.

Bank III: INDEPENDENCE/INTERDEPENDENCE    Area: 3.0 FOODS/NUTRITION

Concept: 3.10 FOOD SUPPLY (Processing)

Competency: 3.10 The learner will investigate the food supply in relation to sources, food forms, and processing of the food.

Learner Outcome/Evaluation:

3.13d The learner will distinguish between an enriched food and a fortified food and list examples of each.

| Learning Activities | Resources/Supplements |
|---|---|
| Discuss what happened in some countries in which people developed nutritional deficiency diseases (example-beri beri) when they began eating refined foods rather than their regular unrefined products. | |
| Taste some foods in their refined and unrefined state. How do they compare in taste, texture, and color? | |
| View transparencies and discuss enriched and fortified foods. | Supplement 3.13d. Enriched.<br>Supplement 3.13d. Fortification. |
| Check labels of products such as flour, grits, spaghetti and macaroni to see whether or not they are fortified or enriched. If so what has been added? | |
| Read to find out more about enrichment and fortification. What are examples of each? | Kowtaluk. Discovering Nutrition. Bennett, 1980, pp. 40-41. |
| Complete the Grain Puzzle to review. | Supplement 3.13d Grain Puzzle. |
| Have a debate on whether enrichment and fortification of food are good or bad. Why should you include a variety of foods in your diet if some that you eat are enriched and/or fortified? | |

Bank III - Outcomes 3.13a, 3.13b, 3.13c, 3.13d    Food Processing

## Suggested Integrations with Other Home Economics Concepts

| | | | |
|---|---|---|---|
| Bank I | Concept | 3.12 | Reading Food Labels |
| Bank II | Concept | 3.22 | Food Fallacies |
| Bank II | Concept | 3.33 | Sources of Nutrients |
| Bank III | Concept | 3.11 | Food Sources |
| Bank III | Concept | 3.12 | Food Forms |
| Bank III | Concept | 3.13 | Food Safety and Sanitation |

## Suggested Integrations with Other Subject Matter Areas

Industrial Arts. Study technoligical processes that have led to modern food processing.

Science. Research and report on an important discovery related to food processing (microscope, pasteurization, etc.)

Study the types of microorganisms which cause food spoilage or contammination. Experiment with mold growth under various conditions of temperature, light, time and air.

Study plants and the way they grow. Invite an agriculture extension agent to explain modern farming techniques used to increase yield.

Health. Research and write a report concerning a food-born illness: its causes and symptoms.

Social Studies. Use a map to label various climate regions in the U.S. Make a list of foods commonly grown in each region.

Collect and display current articles dealing with concerns related to food processing (recall of food products, controversies over the use of pesticides, and additives).

Study the role of government agencies in food processing regulation.

Bank III: INDEPENDENCE/INTERDEPENDENCE Area: 3.0 FOODS/NUTRITION

Concept: 3.20 SELF-SUFFICIENCY IN THE KITCHEN (Kitchen Safety)

Competency: 3.20 The learner will demonstrate safety, sanitation, and self-sufficiency in the kitchen.

Learner Outcome/Evaluation:

3.21 Using a checksheet, the learner will rate safety practices used by a classmate and suggest needed changes.

| Learning Activities | Resources/Supplements |
|---|---|
| Role play situations in which a student is never allowed to do anything in the kitchen at home because of past accidents. Discuss why you must learn to work safely in order to be self-sufficient in the kitchen. | |
| View filmstrips and/or read to find out about common hazards in the kitchen. Discuss how they can be avoided. Give demonstrations pf safe practices in the kitchen and what to do in emergencies such as a grease fire. | Filmstrip: Part I. COOKING SAFETY. 2000 Co.<br>Filmstrip: Safety in The Kitchen. Franklin Clay Films<br>Kelly & Landers. Today's Teen. Bennett, 1977, pp. 304-306.<br>Kelly & Eubanks. Today's Teen. Bennett, 1981, pp. 304-306.<br>Kowtaluk. Discovering Food. Bennett, 1978, pp. 30-34. |
| Play the game Home Safe Baseball. Repeat the game later using questions that were missed. | Supplement 3.21. Home Safe Baseball. |
| Divide into safety teams. Each team will develop a kitchen safety checklist. Share your checklist with other teams and compile ideas from different teams. | |
| Take turns preparing simple foods in the laboratory, with one safety team observing another at work. The winner has the fewest unsafe practices. | |

Bank III - Outcome 3.21 Kitchen Safety

### Suggested Integrations with Other Home Economics Concepts

| | | |
|---|---|---|
| Bank I | Concept 2.16 | Reading Charts and Graphs |
| Bank I | Concept 2.21 | Writing Directions |
| Bank I | Concept 2.22 | Writing Messages |
| bank I | Concept 2.52 | Perceiving Unsafe Conditions |
| Bank I | Concept 5.12 | Reading Stories About Work |
| Bank II | Concept 1.40 | Dealing With Crisis |
| Bank II | Concept 2.11 | Sorting Out My Values |
| Bank II | Concept 6.23 | Protection (Clothing) |
| Bank III | Concept 1.44 | Responsibility For Children: Safety |
| Bank III | Concept 2.30 | Getting Control of Life |
| Bank III | Concept 3.22 | Care and Use of Equipment |
| Bank III | Concept 3.23 | Food Safety and Sanitation |
| Bank III | Concept 3.24 | Simple Preparation |
| Bank III | Concept 3.31 | Food Safety and Sanitation |

### Suggested Integrations with Other Subject Matter Areas

Language Arts. Learn to make a checklist. Read stories or articles on safety.

Math. Observe work and compute time required for use of safe techniques. Compare with estimate of time lost as a result of sickness or accident because of careless or unsafe techniques.

Health. Demonstrate first aid techniques to use in the event of kitchen accident. Discuss symptoms of food poisoning and what to do if it occurs.

**Bank III:** INDEPENDENCE/INTERDEPENDENCE **Area:** 3.0 FOODS/NUTRITION

**Concept:** 3.20 SELF-SUFFICIENCY IN THE KITCHEN (Care and Use of Equipment)

**Competency:** 3.20 The learner will demonstrate safety, sanitation, and self-sufficiency in the kitchen.

**Learner Outcome/Evaluation:**

3.22 Having selected a piece of kitchen equipment, the learner will explain its use and care.

| Learning Activities | Resources/Supplements |
|---|---|
| Role play situations in which students are unable to prepare something they want to eat because they are unable to use the kitchen equipment. | |
| Have a buzz group and list pieces of equipment that students may need to be able to use in order to be self-sufficient. Compare lists and identify those items that are most essential to know how to use. | |
| Read about use and care of equipment. Discuss those that you decided that learning to use was essential. | Foster, et al. Creative Living. Maclean Hunter, 1979, pp. 334-339.<br>Kelly & Landers. Today's Teen. Bennett, 1977, pp. 310-314.<br>Kelly & Eubanks. Today's Teen. Bennett, 1981, pp.310-314.<br>Kowtaluk. Discovering Food. Bennett, 1978, pp. 26-29. |
| View a filmstrip on safe use of equipment. Discuss the importance of following safety practices. | Filmstrip: Part II. COOKING SAFETY. 2000 Co. |
| Choose a partner and select a piece of equipment. Demonstrate its use and care to the class. You may need to prepare a simple food to do the demonstration, | Equipment manuals or other references. |

Bank III - Outcome 3.22

| Learning Activities | Resources/Supplements |
|---|---|
| or see if several students can join forces to prepare something for which different equipment is needed.<br>Make posters showing care and use of equipment. Discuss the results of improper use and care (cost of repairs, safety hazards, poor results, etc.). | |

Bank III - Outcome 3.22 Care and Use of Equipment

## Suggested Integrations with Other Home Economics Concepts

| | | |
|---|---|---|
| Bank I | Concept 2.13 | Reading Directions |
| Bank I | Concept 2.14 | Reading Abbreviations/Symbols |
| Bank I | Concept 2.15 | Reading Terminology |
| Bank I | Concept 2.21 | Writing Directions |
| Bank I | Concept 3.15 | Reading Terminology |
| Bank I | Concept 4.24 | Writing About Consumer Experiences |
| Bank I | Concept 4.31 | Communicating: Selling a Product |
| Bank I | Concept 4.32 | Communicating With Salespeople |
| Bank I | Concept 4.51 | Perceiving Quality |
| Bank I | Concept 5.11 | Reading Newspaper Advertisements |
| Bank II | Concept 3.10 | Effects of Food |
| Bank II | Concept 4.11 | Needs and Wants |
| Bank II | Concept 4.12 | Effects of Advertising |
| Bank II | Concept 4.21 | To Buy or Not to Buy |
| Bank III | Concept 3.21 | Kitchen Safety |
| Bank III | Concept 3.23 | Food Safety and Sanitation |
| Bank III | Concept 3.24 | Simple Preparation |
| Bank III | Concept 3.31 | Food Safety and Sanitation |
| Bank III | Concept 3.32 | Team Work |

## Suggested Integrations with Other Subject Matter Areas

Industrial Arts. Design a piece of equipment to be used in the kitchen.

Language Arts. Write directions for using a piece of kitchen equipment.

Science. Find out the energy requirements of kitchen equipment and the science of how kitchen equipment works.

Math. Compare costs of equipment in realtion to energy use and initial cost.

**Bank III:** INDEPENDENCE/INTERDEPENDENCE **Area:** 3.0 FOODS/NUTRITION

**Concept:** 3.20 SELF-SUFFICIENCY IN THE KITCHEN (Food Safety and Sanitation)

**Competency:** 3.20 The learner will demonstrate safety, sanitation and self-sufficiency in the kitchen.

**Learner Outcome/Evaluation:**

3.23a The learner will list reasons why proper sanitation of food is important.

| Learning Activities | Resources/Supplements |
|---|---|
| Make a bulletin board, A Little Dirt Can Hurt. Draw pictures or write stories to mount around the caption to illustrate examples of people who got sick or died because of food poisoning or food contamination. Talk to people you know who have gotten sick from food or collect newspaper reports. | |
| Interview people who have traveled abroad to find out what precautions they had to take to get safe food. Or talk with elderly people in the community about the death rate among children when they were young. What part did the food supply play in these deaths? | |
| Read to find about the following: intoxication, toxin, salmonella, botulism, staphloccus, and contaminates. Discuss how growth of some bacteria in food can cause illness. | Creasy & Creasy. Exploring Food. Prentice-Hall, 1980, pp. 144-148. |
| Prepare culture dishes with the following: a hair from your head, saliva, coughing, fingerprint, etc. Use the supplement for directions. | Supplement 3.23a. Hello Jello. |

Bank III - Outcome 3.23a

| Learning Activities | Resources/Supplements |
|---|---|
| Conduct an experiment to discover what foods spoil. Record your findings in the chart for 5 days. Discuss why some foods spoil more quickly than others.<br>Add reasons to the bulletin board you began earlier for why proper sanitation of food is important. | Worksheet: Will It Spoil? FOOD....YOUR CHOICE, Level 3. National Dairy Council, 1980. Unit Two, Activity 7A. |

SEE OUTCOME 3.23b FOR INTEGRATIONS.

Bank III: INDEPENDENCE/INTERDEPENDENCE Area: 3.0 FOODS/NUTRITION

Concept: 3.20 SELF-SUFFICIENCY IN THE KITCHEN (Food Safety and Sanitation)

Competency: 3.20 The learner will demonstrate safety, sanitation and self-sufficiency in the kitchen

Learner Outcome/Evaluation:

3.23b The learner will list precautionary safety and sanitation measures to use when handling food.

| Learning Activities | Resources/Supplements |
|---|---|
| Ask the health inspector to talk to your class about what is done to help insure that food is safe when you buy it. Discuss what things about food safety you must control. | |
| Read and/or view filmstrips about how you can keep food safe. Discuss what you can do to avoid contamination of food and to control bacteria growth. | Filmstrip: Part III, COOKING SAFETY. 2000 Co.<br>Filmstrip: It's Good Food: Keep It Safe. Nasco.<br>Foster et al. Creative Living. Maclean Hunter, 1979, pp. 323-326.<br>Kowtaluk. Discovering Nutrition. Bennett, 1980, pp. 159-164.<br>Creasy & Creasy. Exploring Foods. Prentice-Hall, 1980, pp. 147-152.<br>USDA. Food Safety For The Family.<br>Kowtaluk. Discovering Food. Bennett, 1978, pp. 35-39. |
| Read the stories about food handling and decide which practices are correct. Discuss what is wrong with the unsafe practices. | Worksheet: Food Handling Detective Story. FOOD.... YOUR CHOICE, Level 3. National Dairy Council, 1980. Unit Two, Activity 7B. |

Bank III - Outcome 3.23b

| Learning Activities | Resources/Supplements |
|---|---|
| View the transparency and determine safe temperatures to keep different foods. Check the temperature in your refrigerator and freezer. | Supplement 3.23b. Safe Temperatures. |
| Plan and prepare a brown bag lunch that is safe. Explain to classmates what you chose and why. | USDA. Safe Brown Bag Lunches.<br>Creasy & Creasy. Exploring Foods. Prentice-Hall, 1980, pp. 152-156. |
| Choose one or more worksheets and complete for review. | Food Safety: Your Responsibility. Food Safety and Quality Service. |

## Bank III - Outcome 3.23a and 3.23b Food Safety and Sanitation

### Suggested Integrations with Other Home Economics Concepts

| | | |
|---|---|---|
| Bank I | Concept 1.11 | Reading Stories of Family Situations |
| Bank I | Concept 2.11 | Reading Schedules |
| Bank I | Concept 2.13 | Reading Directions |
| Bank I | Concept 2.16 | Reading Charts and Graphs |
| Bank I | Concept 3.12 | Reading Food Labels |
| Bank I | Concept 3.13 | Reading Recipes |
| Bank I | Concept 3.16 | Reading Charts and Graphs |
| Bank I | Concept 3.17 | Reading Stories About Food |
| Bank I | Concept 3.51 | Perceiving Flavors/Aroma/Textures/Appearance |
| Bank I | Concept 3.53 | Perceiving Quality |
| Bank I | Concept 4.24 | Writing About Consumer Experiences |
| Bank I | Concept 4.51 | Perceiving Quality |
| Bank II | Concept 3.10 | Effects of Food |
| Bank III | Concept 1.11 | Social Problems: How They Affect People |
| Bank III | Concept 2.22 | Caring & Conserving: Water |
| Bank III | Concept 2.24 | Caring & Conserving: Litter |
| Bank III | Concept 2.31 | Solving Own Problems |
| Bank III | Concept 2.32 | Accepting Consequences |
| Bank III | Concept 3.10 | Food Supply |
| Bank III | Concept 3.23 | Food Safety and Sanitation |
| Bank III | Concept 3.31 | Food Safety and Sanitation |
| Bank III | Concept 3.33 | Meal Service |
| Bank III | Concept 4.10 | Income and Spending |
| Bank III | Concept 4.31 | Product Safety |
| Bank III | Concept 4.32 | Fraud/Deception |

### Suggested Integrations with Other Subject Matter Areas

Health. Discuss the various types of diseases that can result from using improper sanitation techniques.

Math. Compute the cost a person would have to pay for medical treatment necessary due to improper safety and/or sanitation techniques.

Science. Use a microscope to see how bacteria, molds, and fungus multiply under poor sanitary conditions.

Bank III: INDEPENDENCE/INTERDEPENDENCE

Area: 3.0 FOODS/NUTRITION

Concept: 3.20 SELF SUFFICIENCY IN THE KITCHEN (Simple Preparation)

Competency: 3.20 The learner will demonstrate safety, sanitation, and self-sufficiency in the kitchen.

Learner Outcome/Evaluation:

3.24 Given an assortment of food from which to choose, the learner will prepare a simple meal.

| Learning Activities | Resources/Supplements |
|---|---|
| Role play the situations in I Can Boil Water. Discuss what you would do in the various situations if you were the one who had to fix the meal. Divide into teams and have a contest to see how many foods team members would be able to prepare. You may include convenience foods of all types. | Supplement 3.24. I Can Boil Water. |
| Make a list of foods your family enjoys and usually keeps on hand. Use Food Find to help analyze the food situation in your home. Then, answer these questions:<br>1. Which foods do you consider simple to prepare?<br>2. Which foods appeal to you the most?<br>3. Which foods can you combine to make an easy dish?<br>4. Which foods do not need to be cooked? | Supplement 3.24. Food Find. |
| Plan a basic lunch or supper menu that includes a main course, fruit and/or vegetable, bread and beverage. Select the foods from the list of foods usually available at your house. Write your menus on The Cook's Special. | Supplement 3.24. The Cook's Special. |
| Role play a situation in which your mom calls and tells you she and dad will be late, and for you to go ahead and cook a simple dinner. | |

Bank III - Outcome 3.24

| Learning Activities | Resources/Supplements |
|---|---|

Choose foods from the list below and plan and prepare a simple meal.

- bread
- soda crackers
- bananas
- instant pudding
- flour
- eggs
- peanut butter
- leftover stew
- ice cream
- cheese
- celery
- macaroni
- weiners
- apples
- lunch meat
- canned pineapple
- milk

Have a "Sunday Soup" contest. Divide into small groups. Have everyone discuss left overs and foods available at home. Then, each group can plan and prepare a food concoction using food brought in by members of the group, and following basic guidelines in a soup recipe. Taste soups from other groups and vote to choose the super "Sunday Soup."

Give a demonstration of a sandwich and salad lunch. Ask classmates to suggest variations.

Work in a group and make a bulletin board showing simple meals that can be planned and prepared using left overs and foods usually on hand. Possible titles might include:

- Super Supper
- Soup's On
- The Daily Special
- Pot Luck

Bank III - Outcome 3.24 Simple Preparation

### Suggested Integrations with Other Home Economics Concepts

| | | |
|---|---|---|
| Bank I | Concept 2.11 | Reading Schedules |
| Bank I | Concept 2.13 | Reading Directions |
| Bank I | Concept 2.21 | Writing Directions |
| Bank I | Concept 2.22 | Writing Messages |
| Bank I | Concept 2.31 | Communicating Goals |
| Bank I | Concept 2.32 | Communicating Plans |
| Bank I | Concept 2.51 | Perceiving Time |
| Bank I | Concept 2.52 | Perceiving Unsafe Conditions |
| Bank I | Concept 2.53 | Perceiving Problems |
| Bank I | Concept 2.54 | Perceiving Alternatives |
| Bank I | Concept 3.12 | Reading Food Labels |
| Bank I | Concept 3.13 | Reading Recipes |
| Bank I | Concept 3.14 | Reading Directions |
| Bank I | Concept 3.15 | Reading Terminology |
| Bank I | Concept 3.41 | Computing Calories |
| Bank I | Concept 3.42 | Metrics |
| Bank I | Concept 3.43 | Measuring Weights & Volumes |
| Bank I | Concept 3.44 | Computing Food Costs |
| Bank II | Concept 3.21 | Why We Eat |
| Bank II | Concept 3.30 | Food Needs |
| Bank II | Concept 3.40 | Food Choices |
| Bank III | Concept 1.41 | Role Models for Children |
| Bank III | Concept 1.42 | Caring for Children |
| Bank III | Concept 3.21 | Kitchen Safety |
| Bank III | Concept 3.22 | Care and Use of Equipment |
| Bank III | Concept 3.23 | Food Safety and Sanitation |
| Bank III | Concept 3.30 | Working with Others |

### Suggested Integrations with Other Subject Matter Areas

Science. List ways that people could preserve food if they didn't have a freezer or refrigerator.

Math. Compute time saved using various methods of cooking. Compare these.

Social Studies. Bring in foods from different countries for tasting. Study different cultures.

Music. Have a restaurant manager come in to discuss how the noise in the outside environment affects your eating and choice of foods.

Language Arts. Read or write about typical meals in other countries.

Language Arts/History. Find passages in your reading that describe simple meals our ancestors had at times they were not building a fire, or how they kept foods over from previous meals.

Bank III: INDEPENDENCE/INTERDEPENDENCE Area: 3.0 FOODS/NUTRITION

Concept: 3.30 WORKING WITH OTHERS (Food Safety and Sanitation)

Competency: 3.30 The learner will recognize the essence of teamwork in the foods laboratory.

Learner Outcome/Evaluation:

3.31 Given situations concerning responsibility to others for sanitation, the learner will identify reasons that personal sanitation is important.

| Learning Activities | Resources/Supplements |
|---|---|
| Role play situations involving lack of personal hygiene and unsanitary food handling habits when preparing food for other people. How would you react in each situation? | Supplement 3.31 Situations in the Kitchen. |
| Read about the responsibilities of personal sanitation when working with food other people will eat. How does this differ from standards you might follow in preparing your own food? | Kowtaluk. Discovering Foods. Bennett, 1978, p. 38.<br>Creasy & Creasy. Exploring Foods. Prentice-Hall, 1980. pp. 147-148. |
| Visit the school cafeteria kitchen; ask the child nutrition director to explain the importance of personal and plant sanitation. | |
| Discuss the sanitation rules for public eating places that are not always enforced at home? Why? What rules would you want followed when someone else prepares your food? | |
| Make up a list of cleanliness rules for your food preparation laboratory using the reference. Compare with the lists made by your classmates. | Kowtaluk. Discovering Food. Bennett, 1978, p. 39. |
| Make up a set of rules for cleanliness to be observed by entire class. Display on bulletin board or posters. Discuss why this is important. | |

Bank III - Concept 3.31 Food Safety and Sanitation

## Suggested Integrations with Other Home Economics Concepts

| | | |
|---|---|---|
| Bank I | Concept 1.32 | Communicating Effectively With Family Members |
| Bank I | Concept 1.51 | Perceiving Others Feelings |
| Bank I | Concept 2.52 | Perceiving Unsafe Conditions |
| Bank I | Concept 3.15 | Reading Terminology |
| Bank I | Concept 3.51 | Perceiving Flavors/Aroma/ Texture/Appearance |
| Bank I | Concept 3.53 | Perceiving Quality of Food |
| Bank II | Concept 3.10 | Effects on Health |
| Bank III | Concept 1.30 | Rights and Responsibilities |
| Bank III | Concept 2.31 | Group Problem Solving |
| Bank III | Concept 3.23 | Food Safety and Sanitation |
| Bank III | Concept 3.24 | Simple Preparation |
| Bank III | Concept 3.32 | Teamwork |
| Bank III | Concept 3.33 | Meal Service |
| Bank III | Concept 3.34 | Manners |
| Bank III | Concept 5.22 | Getting Along With Others |

## Suggested Integrations with Other Subject Matter Areas

Language Arts. Writing skills for play can be studied by reading plays.

Drama. Produce a play or skit on sanitation by learning the technical approach to acting.

Science. Discover the types of problems poor sanitation can have on food by doing lab test.

Bank III: INDEPENDENCE/INTERDEPENDENCE    Area: 3.0 FOODS/NUTRITION

Concept: 3.30 WORKING WITH OTHERS (Teamwork)

Competency: 3.30 The learner will recognize the essence of teamwork in the foods laboratory.

Learner Outcome/Evaluation:

3.32 The learner will cooperatively plan and follow a team work schedule for a foods lab.

| Learning Activities | Resources/Supplements |
|---|---|
| Act out and discuss the value of planning. Compare the results of the two classes. How does planning help when cooking at home? | Supplement 3.32. The Sloppy Joes.<br>Supplement 3.32. The Tidy Bowls.<br>Foster et al. Creative Living. Maclean Hunter, 1979, p. 329. |
| Discuss the value of a work schedule when:<br>--working alone<br>--working with other people<br>Why is it more complicated when working with someone else? What are the advantages of working with someone else? | |
| Read the story Battle At Gas Range. How could the students have become a team to reach the goal? | Supplement 3.32. Battle At Gas Range. |
| Read to find out more about working together and time plans. Why is the time so important when you have a lab at school? When else might time be important? | Dunn & Peeler. Living, Learning, and Caring. Ginn, 1981, pp. 342-345.<br>Foster et al. Creative Living. pp. 329-333. |
| Develop a format to go by in preparing a work schedule for your team. What decisions will have to be made? | |

Bank III - Outcome 3.32

| Learning Activities | Resources/Supplements |
|---|---|
| Choose a food or simple meal to prepare. Work with your team to develop a plan. Then follow the plan in preparing the food or meal.<br>Evaluate your plan and how your team carried it out. Were you a team or just that many people? List ways you might have improved your efforts. | |

Bank III - Concept 3.32 Team Work

## Suggested Integrations with Other Home Economics Concepts

| | | |
|---|---|---|
| Bank I | Concept 2.11 | Reading Schedules |
| Bank I | Concept 2.21 | Writing Directions |
| Bank I | Concept 3.13 | Reading Recipes |
| Bank I | Concept 3.14 | Reading Directions |
| Bank I | Concept 3.22 | Writing Recipes |
| Bank I | Concept 3.32 | Communicating Food Preferences and Needs |
| Bank I | Concept 3.52 | Perceiving Portions |
| Bank III | Concept 3.24 | Simple Preparation |
| Bank III | Concept 3.33 | Meal Service |
| Bank III | Concept 3.34 | Manners |

## Suggested Integrations with Other Subject Matter Areas

History/Social Studies. Investigate the way work schedules have played a part in our history of industrial movement, etc.

Science. Discuss the concept of teamwork as it applies to the space program.

Physical Education. Discuss the idea of team vs. individual stars.

Music. Identify team work involved in musical productions.

Industrial Arts. Find examples of team work in industry.

Bank III: INDEPENDENCE/INTERDEPENDENCE
Area: 3.0 FOODS/NUTRITION

Concept: 3.30 WORKING WITH OTHERS (Meal Service)

Competency: 3.30 The learner will recognize the essence of teamwork in the foods laboratory.

Learner Outcome/Evaluation:

3.33 Given a menu, the learner will show a table setting appropriate for the situation.

| Learning Activities | Resources/Supplements |
|---|---|
| Perform the skit Table The Meal and discuss how both teamwork and planning could have prevented the problems of the Junior Gourmet Club. What does gourmet mean? What does it mean to table a motion in parliamentary procedure? | Supplement 3.33. Table The Meal. |
| Read to find out about how to set the table and how food is served in different situations. Make a place setting and try out the suggested placement of items. Discuss:<br>1. Are items placed so that they are easy to pick up?<br>2. Why are place settings not usually reversed for a left handed person? Where might a left handed person be seated to make it easier for them to eat?<br>3. How does knowing the rules of table setting help a person know what flatware to use?<br>4. Why is the fork placed on the left rather than the right even for a right handed person? (To hold food being cut.)<br>5. How is team work involved in table seating and meal service? | Kelly & Landers. Today's Teen. Bennett, 1977, pp. 415-417.<br>Kelly & Eubanks. Today's Teen. Bennett, 1981, pp. 415-417.<br>Foster, et al. Creative Living. Maclean Hunter, 1979, pp. 347-350.<br>Dunn & Peeler. Living, Learning, and Caring. Ginn, 1981, pp. 273-276.<br>Kowtaluk. Discovering Nutrition. Bennett, 1980. pp. 176-182.<br>Kowtaluk. Discovering Food. Bennett, 1978, pp. 181-182.<br>Creasy & Creasy. Exploring Food. Prentice Hall, 1980, p. 258. |
| Have a table setting relay. Use only pieces needed for the menu. | |

Bank III - Concept 3.33 Meal Service

**Suggested Integrations with Other Home Economics Concepts**

| | | |
|---|---|---|
| Bank I | Concept 3.11 | Reading Menus |
| Bank I | Concept 3.13 | Reading Recipes |
| Bank II | Concept 3.42 | Eating Out |
| Bank III | Concept 1.22 | Lifestyle |
| Bank III | Concept 3.24 | Simple Preparations |
| Bank III | Concept 3.34 | Manners |

**Suggested Integrations with Other Subject Matter Areas**

History/Social Studies. Research the types of table settings that were popular at various times throughout history. Look at the way the White House has used different types of dishes, etc.

Language Arts. Role play different ways to set a table. Ex. for a buffet, formal, informal (casual).

Art. Study how the use of color, texture, and design affects table settings.

Bank III: INDEPENDENCE/INTERDEPENDENCE Area: 3.0 FOODS/NUTRITION

Concept: 3.30 WORKING WITH OTHERS (Manners)

Competency: 3.30 The learner will recognize the essence of teamwork in the foods laboratory.

Learner Outcome/Evaluation:

3.34 While role playing a mealtime situation, the learner will demonstrate acceptable table manners.

| Learning Activities | Resources/Supplements |
|---|---|
| Listen to the story Unwelcome Guests. List as many things as you can that made the twins unwelcome. Discuss your feelings about what they did. | Supplement 3.34. Unwelcome Guests. |
| Read at least 2 resources about table manners and select a situation to role play:<br>1. Pass food to others and ask politely for it to be passed to you.<br>2. Eat slowly and quietly, chew with mouth closed, take small bites.<br>3. Ask to be excused before leaving the table.<br>4. Wait until everyone is seated before you start to eat your food. | Kelly & Landers. Today's Teen. Bennett, 1977, pp.421-423.<br>Kelly & Eubanks. Today's Teen. Bennett, 1981, pp.421-423.<br>Foster et. al. Creative Living. Maclean Hunter, 1979, pp. 351-353.<br>Dunn & Peeler. Living, Learning and Caring. Ginn, 1981, pp. 278-283.<br>Kowtaluk. Discovering Food. Bennett, 1978, p. 186. |
| Write about a problem situation which you have observed in school lunchroom and give suggestions as to how it can be corrected. | |
| Divide into big groups and discuss importance of taking responsibility for cleaning up after yourself.<br>1. In lunchroom a. leave table clean<br>b. put away tray and utensils<br>2. At home a. leave area clean<br>b. take plates and utensils to<br>How does cleaning up show good manners? | |

Bank III - Outcome 3.34

| Learning Activities | Resources/Supplements |
|---|---|
| Make a bulletin board showing acceptable vs. unacceptable mealtime manners. Try to think of clever captions and title, such as Messy Bessie and Neat Jean. | |
| View the filmstrips and discuss the following questions:<br>1. Which foods may be eaten with the fingers?<br>2. Should you always keep your elbows off the table?<br>3. When is reading permissible at the table?<br>4. What should you do at the end of a meal? | Filmstrip. Table Manners. ETIQUETTE FOR TEENAGERS. Brunswick.<br>Filmstrip. Dining Out. ETIQUETTE FOR TEENAGERS. Brunswick. |
| Role play situations from the supplement or select others from the filmstrip. Discuss each. | Supplement 3.34. Eat Neat. |
| Discuss the difference between the less formal table manners that are often used today and being plain sloppy and offensive to other people who are eating. | |
| Observe manners used in the school cafeteria. Make posters to try to help correct the worst problems. Think about what you can say or draw that will cause students to want to use better lunchroom manners. | |

Bank III - Concept 3.34 Manners

| Suggested Integrations with Other Home Economics Concepts | | | Suggested Integrations with Other Subject Matter Areas |
|---|---|---|---|
| Bank I | Concept 1.21 | Writing Social Notes | Language Arts. Develop a play or skit to show the correct and incorrect table manners. |
| Bank I | Concept 1.22 | Writing Invitations | |
| Bank I | Concept 1.32 | Communicating Effectively With Family Members | History/Social Studies. Discover how table manners have been developed throughout history and the impact that fast foods, casual living, etc., has made on todays habits. Field trips or resource person to discuss other cultures excepted manners. |
| Bank I | Concept 1.34 | Communicating With Manners | |
| Bank I | Concept 3.30 | Communicating | |
| Bank II | Concept 3.42 | Eating Out | |
| Bank III | Concept 1.22 | Lifestyle | |
| Bank III | Concept 3.33 | Meal Service | |

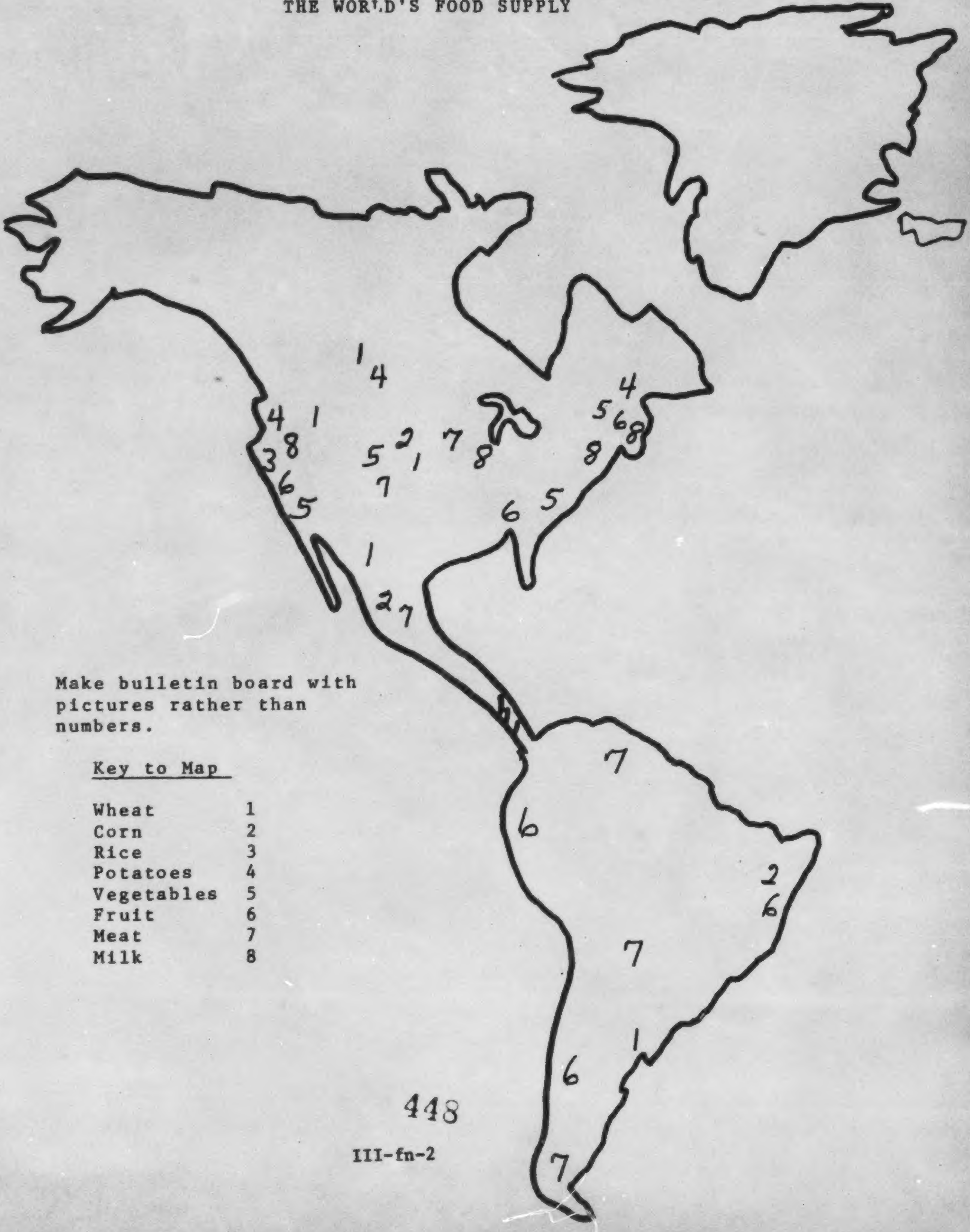
## BANK III SUPPLEMENT LIST

## AREA 3.0 FOODS/NUTIRTION

| No. | Title of Supplement | Page |
|---|---|---|
| 3.11 | The World's Food Supply | III-fn-2 |
| 3.12 | Try a New Form | III-fn-4 |
| 3.12 | Food Forms to Meet Needs | III-fn-5 |
| 3.13c | Scientific Wheel | III-fn-6 |
| 3.13d | Enriched | III-fn-7 |
| 3.13d | Fortification | III-fn-8 |
| 3.13d | Grain Puzzle | III-fn-9 |
| 3.21 | Home Safe Baseball | III-fn-10 |
| 3.23a | Hello Jello | III-fn-13 |
| 3.23b | Safe Temperatures | III-fn-14 |
| 3.24 | I Can Boil Water | III-fn-15 |
| 3.24 | Food Find | III-fn-16 |
| 3.24 | The Cook's Special | III-fn-17 |
| 3.31 | Situations in the Kitchen | III-fn-18 |
| 3.32 | The Sloppy Joes | III-fn-19 |
| 3.32 | The Tidy Bowls | III-fn-20 |
| 3.32 | Battle at Gas Range | III-fn-21 |
| 3.33 | Table the Meal | III-fn-23 |
| 3.34 | Unwelcome Guests | III-fn-25 |
| 3.34 | Eat Neat | III-fn-27 |

Supplement 3.11
FOOD SOURCES
(bulletin board

## THE WORLD'S FOOD SUPPLY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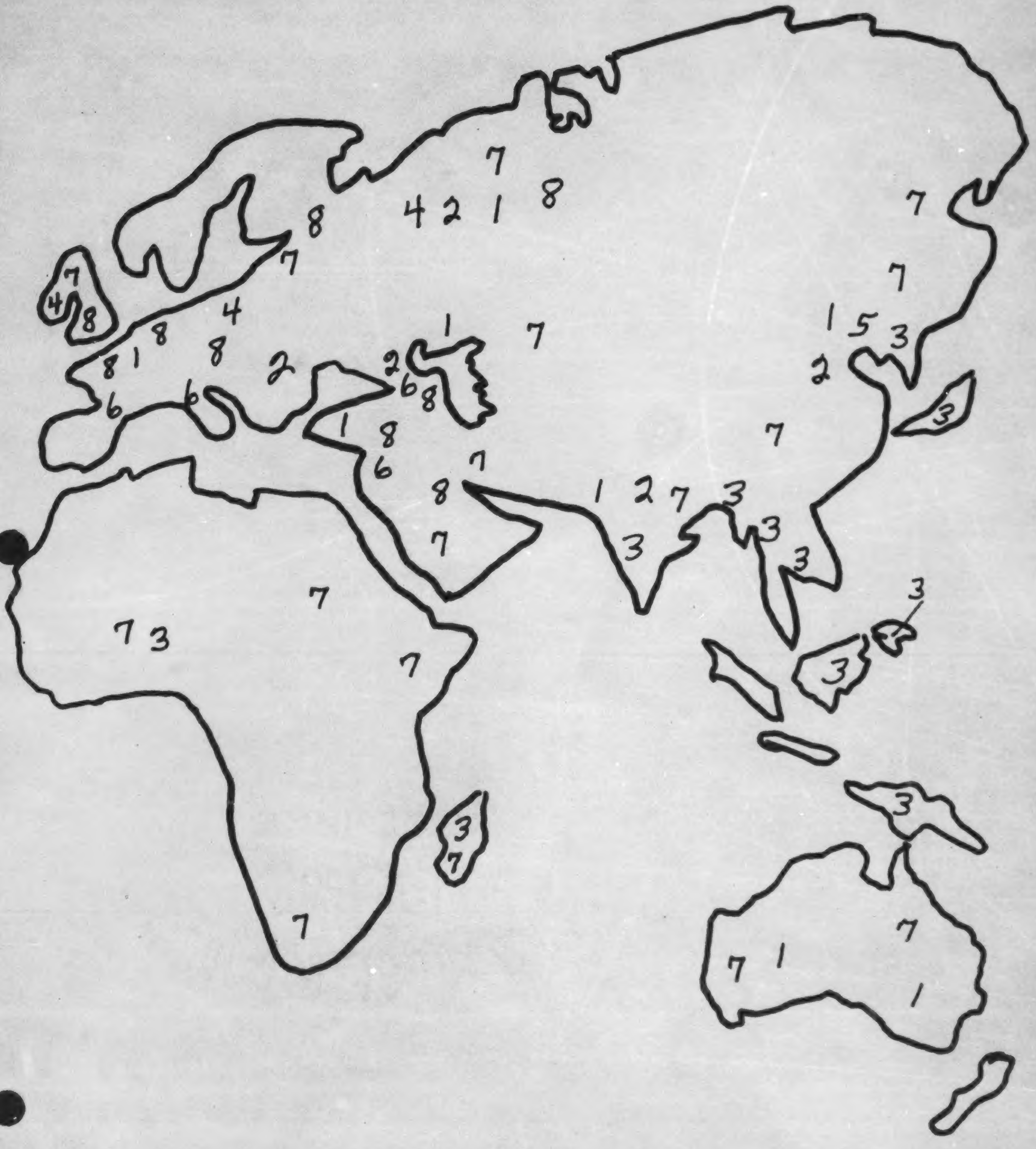
8
8
6
5
1
2
7
7
6
2
6
7
1
6
7

Make bulletin board with pictures rather than numbers.

Key to Map

| | |
|---|---|
| Wheat | 1 |
| Corn | 2 |
| Rice | 3 |
| Potatoes | 4 |
| Vegetables | 5 |
| Fruit | 6 |
| Meat | 7 |
| Milk | 8 |


7
4 2 1 8
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1 2 7 3
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3
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7 3
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7 1
7
1

## TRY A NEW FORM

People often dislike certain foods. However, many of these foods are very nutritious. Often the same food offered in a new form will be acceptable. Use the form below to suggest as many other forms of the foods listed at the left as you can.

| FOOD | Other Forms |
|---|---|
| Whole Milk | |
| Creamed Corn | |
| Applesauce | |
| Grape juice | |
| Peanut butter | |
| Buttered carrots | |
| Steak | |
| Fried Eggs | |
| Broccoli Casserole | |
| Cooked Spinach | |
| Onion soup | |
| Grapefruit juice | |
| Crushed pineapple | |
| Wheat flake cereal | |
| Oatmeal | |
| Tomato juice | |
| | |

To the Teacher: If possible, allow students to prepare and taste as many different forms of one or more foods as possible.

## FOOD FORMS TO MEET NEEDS

Read each of the following situations. Suggest a form of the food which is underlined that will meet the need described in the situation.

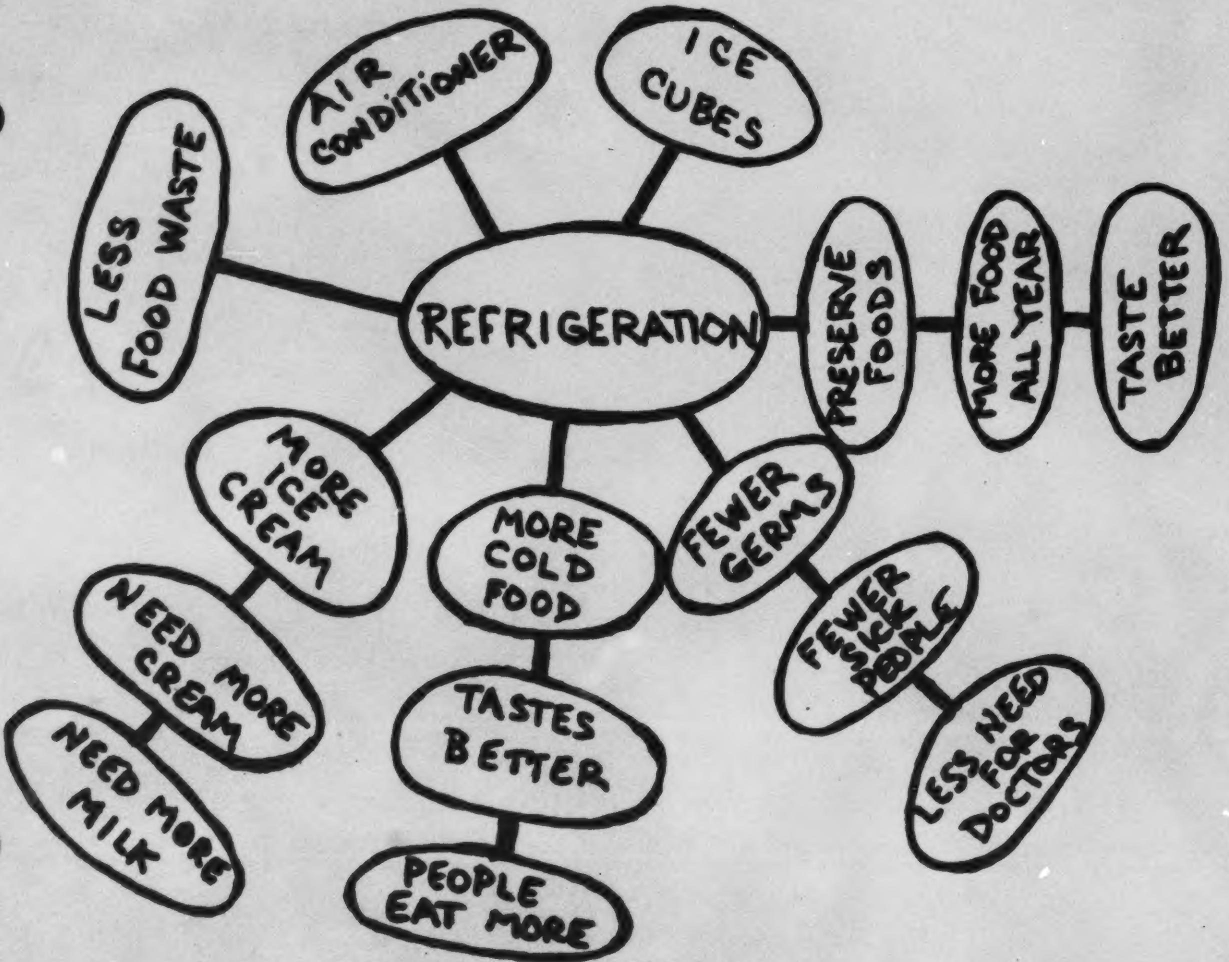
1. Sally's baby sister has no teeth. Sally wants to include apples in her diet.
2. How can I serve beef for dinner tonight when I will only have 25 minutes to cook supper?
3. Bill's mom does not like to drink milk but knows she needs 2 glasses of milk each day.
4. Betty wants a quick-to-fix dried bean dish for tonight.
5. How can Joe include corn as a snack food?
6. The 4-H Club is planning a party and wants to include some green and yellow vegetables as snacks.
7. Nancy hates to peel and cook potatoes. Mom will be away today and asked her to fix potatoes for dinner. She will only have a short time to fix them before cheerleader practice.
8. The soup recipe calls for onions and Jill finds that there are no fresh onions in the kitchen.
9. Grapes are a nutritious food, but fresh grapes are too expensive this season.
10. What form of tomatoes would be the best to use in a tossed salad?

# SCIENTIFIC WHEEL

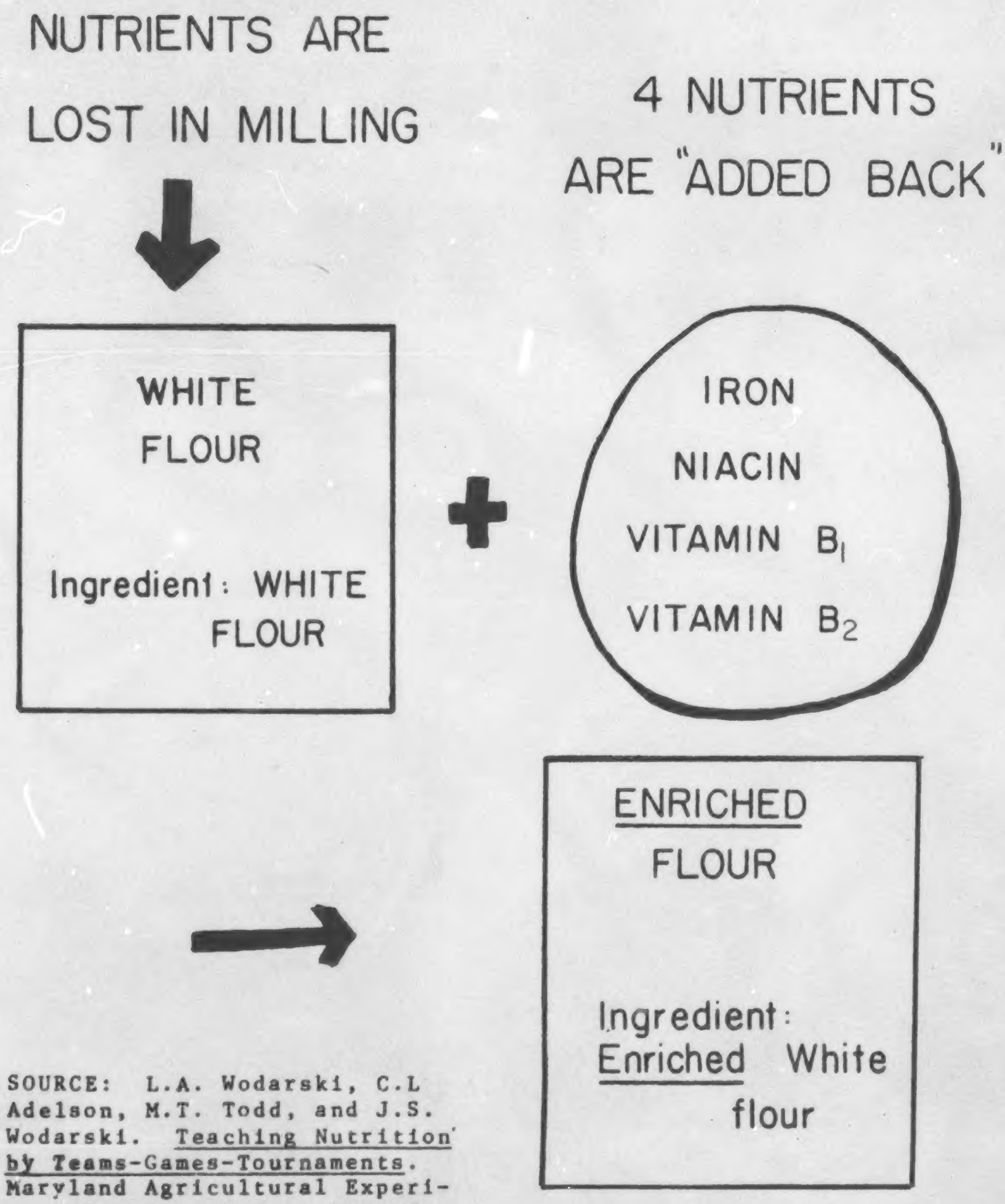
The wheel of discovery is a means of helping students think out a problem. The problem or topic is placed in the center of the wheel. A large sheet of paper or newsprint works well. Have students work in groups of 4 or 5 and brainstorm the results of scientific advances that affect food supply. Subjects that can be used are: fertilizers, pesticides, pasteurization, or refrigeration.

The exercise might be used to show results of having the scientific advance or what would happen if we lost it.

Below is a sample of what the students may produce.


REFRIGERATION
AIR CONDITIONER
ICE CUBES
LESS FOOD WASTE
PRESERVE FOODS
MORE FOOD ALL YEAR
TASTE BETTER
MORE ICE CREAM
NEED MORE CREAM
NEED MORE MILK
MORE COLD FOOD
TASTES BETTER
PEOPLE EAT MORE
FEWER GERMS
FEWER SICK PEOPLE
LESS NEED FOR DOCTORS

# ENRICHED



NUTRIENTS ARE
LOST IN MILLING

4 NUTRIENTS
ARE "ADDED BACK"

WHITE
FLOUR

Ingredient: WHITE
FLOUR

+

IRON
NIACIN
VITAMIN $B_1$
VITAMIN $B_2$

ENRICHED
FLOUR

Ingredient:
Enriched White
flour

SOURCE: L.A. Wodarski, C.L Adelson, M.T. Todd, and J.S. Wodarski. Teaching Nutrition by Teams-Games-Tournaments. Maryland Agricultural Experiment Station, University of Maryland, 1979.

Supplement 3.13d
PROCESSING
(transparency)

# FORTIFICATION

CEREAL

"FORTIFICATION" - NUTRIENTS ARE ADDED WHICH WERE NEVER IN THE ORIGINAL PRODUCT

↓

CEREAL
"FORTIFIED"
with 10 essential
vitamins and minerals

SOURCE: L.A. Wodarski, C.L. Adelson, M.T. Todd, and J.S. Wodarski. Teaching Nutrition by Teams-Games-Tournaments. Maryland Agricultural Experiment Station, University of Maryland, College Park, 1979.

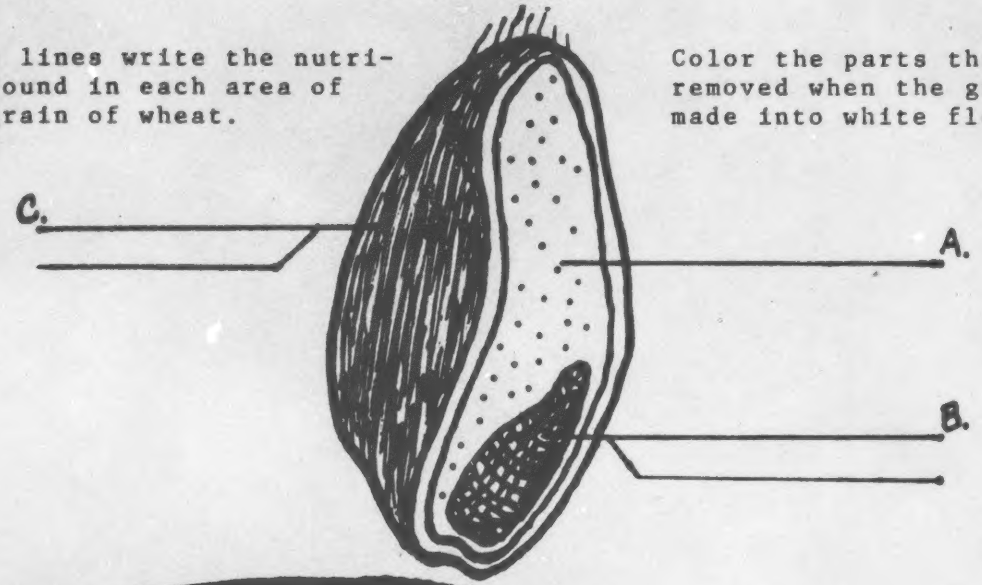
Bank III - Area 3.0

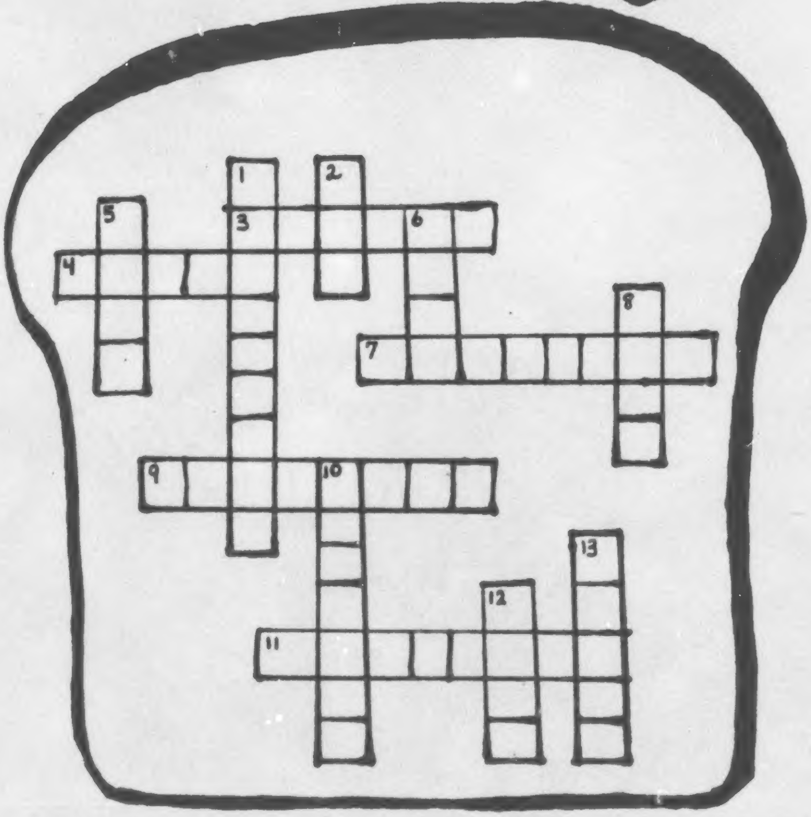
Supplement 3.13d
PROCESSING
(work sheet)

## GRAIN PUZZLE

On the lines write the nutrients found in each area of this grain of wheat.

Color the parts that are removed when the grain is made into white flour.





PUZZLE CLUES

1. Letter "A" in diagram above.
2. Germ is high in this energy nutrient.
3. B-vitamin in grains.
4. Most popular grain food.
5. Letter "C" in diagram above.
6. Enriching adds this mineral.
7. Food with nutrient added.
8. Letter "B" in diagram above.
9. Grain product used in Mexican foods.
10. Process that makes flour.
11. Thiamin is one of these
12. Grain eaten in Eastern countries.
13. Macaroni and spaghetti are examples of this grain food.

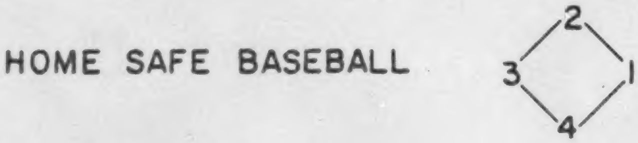
# HOME SAFE BASEBALL

Procedures to Follow:

Divide the class into two groups. Each team member will take his turn at bat selecting a question for a specific point value. Point value one is equivalent to a single hit, two level is a double, three a triple, and four represents a home run. If a team member is at third base and a single is hit, then the runner on third base scores. If a team member advances to third base and a double is hit, the runner on first advances to third base only.

Each team is allowed three outs. If the team member misses answering a question, he/she is considered out. To answer a question a time limit is as follows: 30 seconds for point value one, 45 seconds for point value two, 60 seconds for point value three and 75 seconds for point value four.

A score board is to be kept on a chalk board. The diamond is provided with the game and the questions are placed in the respective point value pockets. Baseballs are included to represent the runners. A sheet of tagboard with attached pockets serves as the game board.



The game ends when the time limit has elapsed or three innings have been completed.

Questions for Cards Placed in Point Pockets:

Point Value One (true or false)

Use water on a grease fire.

Pull on the cord to disconnect appliances from the wall.

Clean up spilled liquids and grease right after the meal.

Never use a towel to hold hot pans.

Use water to put out an electrical fire.

---

SOURCE: Kathleen A. Obenhoffer. The Development and Evaluation of a Kitchen Safety Game for Educable Mentally Retarded Students. Masters Thesis. University of Wisconsin - Stevens Point, 1973. Reprinted from: Home Economics Curriculum 7-8-9. Appleton Area School District, Appleton, Wisconsin, 1978.

Put sharp knives in the dishwater along with other silverware.

Always cut toward yourself.

Use a fork or a knife to lift toast from a toaster.

Dry hands before plugging in electrical appliances.

Use a can opener not a knife to open tin cans.

## Point Value Two

What do you use to handle hot pans?

What tool is used to press food into grinders?

What do you hold onto when disconnecting appliances from the wall?

If you put water on a grease fire, what will happen?

Why should you have dry hands before touching electrical equipment?

What type of tool should you use when working with a mixer?

Why shouldn't you put sharp knives in the dishwater?

What would you do with a towel that is on fire?

## Point Value Three

What are two ways to put out a grease fire?

What is the meaning of the UL label on appliances?

Why should you not use a metal spoon, fork, spatula, or wooden spoon in a mixer while it is on?

Why do you wipe up spilled foods immediately?

How do you put out an electrical fire?

What are two reasons for using cold water in a garbage disposal?

Why do you use hot soapy water to wash dishes?

Why should you close cupboard doors?

Why do you keep the handles of kettles pointed to the back of the range?

## Point Value Four

How do you disconnect an appliance with a heating element?

I am washing dishes. I do not like the music playing on the radio. I want to change the station. What should I do?

I am frying bacon. The grease starts on fire. I do not have any baking soda. What can I do to put out the fire?

I want to buy a toaster. There is a toaster on sale at the discount store. It does not have the UL label. It does not cost as much as a toaster with the UL label. Which toaster would I buy?

I am washing dishes. I do not have many dishes so I will put in all of the dishes, silverware, glasses, and sharp knives at one time. I cut myself on the sharp knives. How can I keep from cutting myself?

I am helping my mother make supper. My little brother, Jimmy, is playing in the kitchen. Someone is knocking at the door. Mom goes to see who is there. Jimmy reaches up to the kettle of stew on the range. I have to run to move the kettle so he does not spill the stew and burn himself. What can I do so this does not happen again?

Bank III - Area 3.0

Supplement 3.23a
FOOD SAFETY AND SANITATION
(experime[illegible]

## HELLO JELLO

Show the effects of contamination by using the following experiment:

Prepare 1 box of Jello with 1 cup of water; divide into three sterilized jars so that there is 1/2 to 1 inch of Jello in the bottom of each jar. Close jar and set aside to jell. Label the first jar "Control," the second "Washed Hands," and the third "Dirty Hands." Open each jar individually to be contaminated and close quickly. Set aside until growth appears, usually 3 or 4 days. Should proof you are after fail to appear at once, keep a little longer.

Additional things that contaminate food can be tested. Just make up more Jello as directed and be sure jars are sterilized. You can use the original "Control" jar of Jello without doing another.

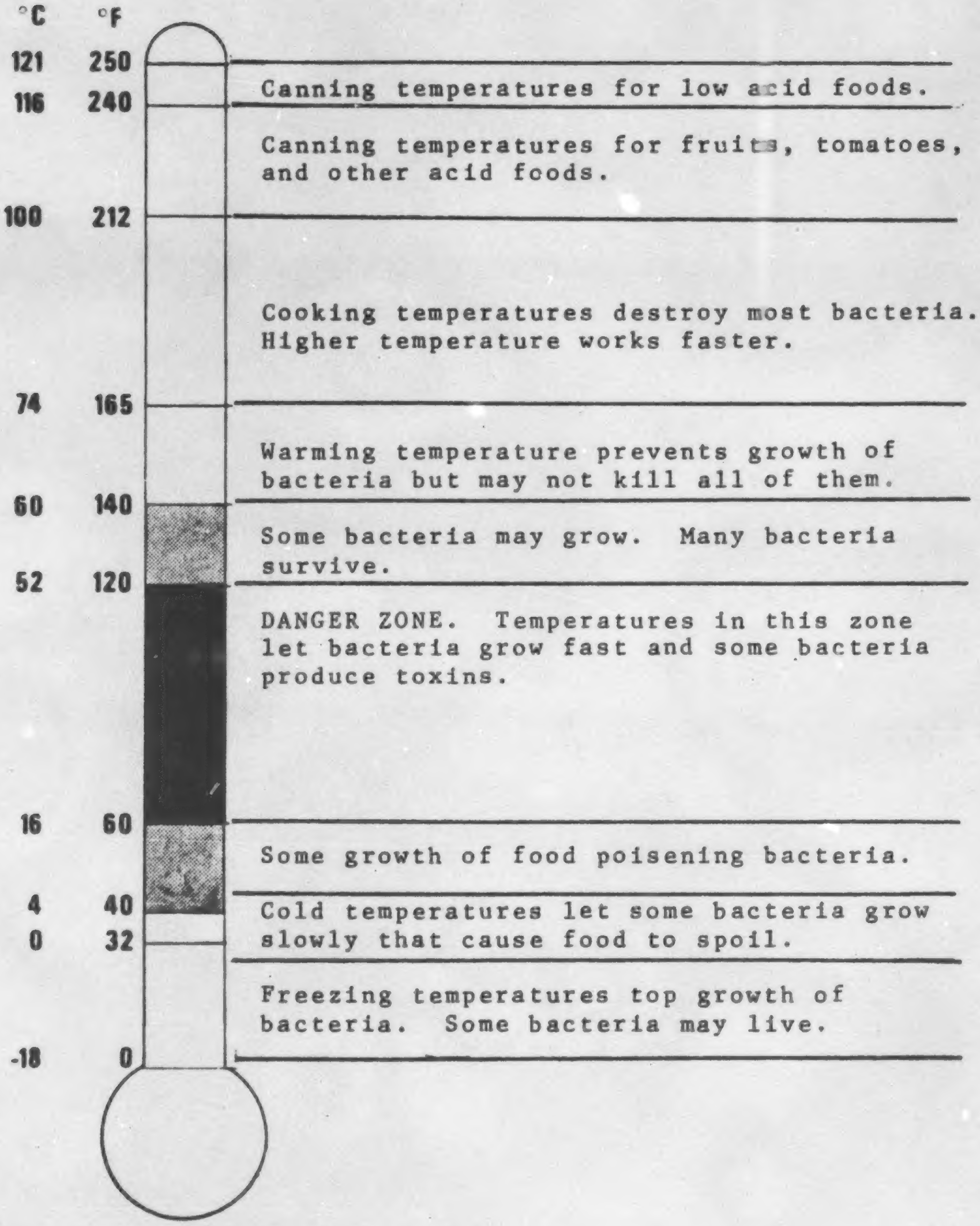
Some other ways you might contaminate jars of Jello to see what happens are:

1. Cough in a jar
2. Drop in a hair
3. Wipe the floor with a tissue and shake into jar
4. Wash your hands, touch your finger to your tongue, then touch the Jello in a jar

Other contaminants can be selected. Be sure to use only one to a jar and label each.

Supplement 3.23b
FOOD SAFETY AND SANITATION
(visual)

# SAFE TEMPERATURES



Canning temperatures for low acid foods.

Canning temperatures for fruits, tomatoes, and other acid foods.

Cooking temperatures destroy most bacteria. Higher temperature works faster.

Warming temperature prevents growth of bacteria but may not kill all of them.

Some bacteria may grow. Many bacteria survive.

DANGER ZONE. Temperatures in this zone let bacteria grow fast and some bacteria produce toxins.

Some growth of food poisening bacteria.

Cold temperatures let some bacteria grow slowly that cause food to spoil.

Freezing temperatures top growth of bacteria. Some bacteria may live.

Adapted from Keeping Food Safe to Eat, Home and Garden Bulletin No. 162, U.S. Dept. of Agriculture, 1970.

# I CAN BOIL WATER

What could you prepare to eat in each of the following situations?

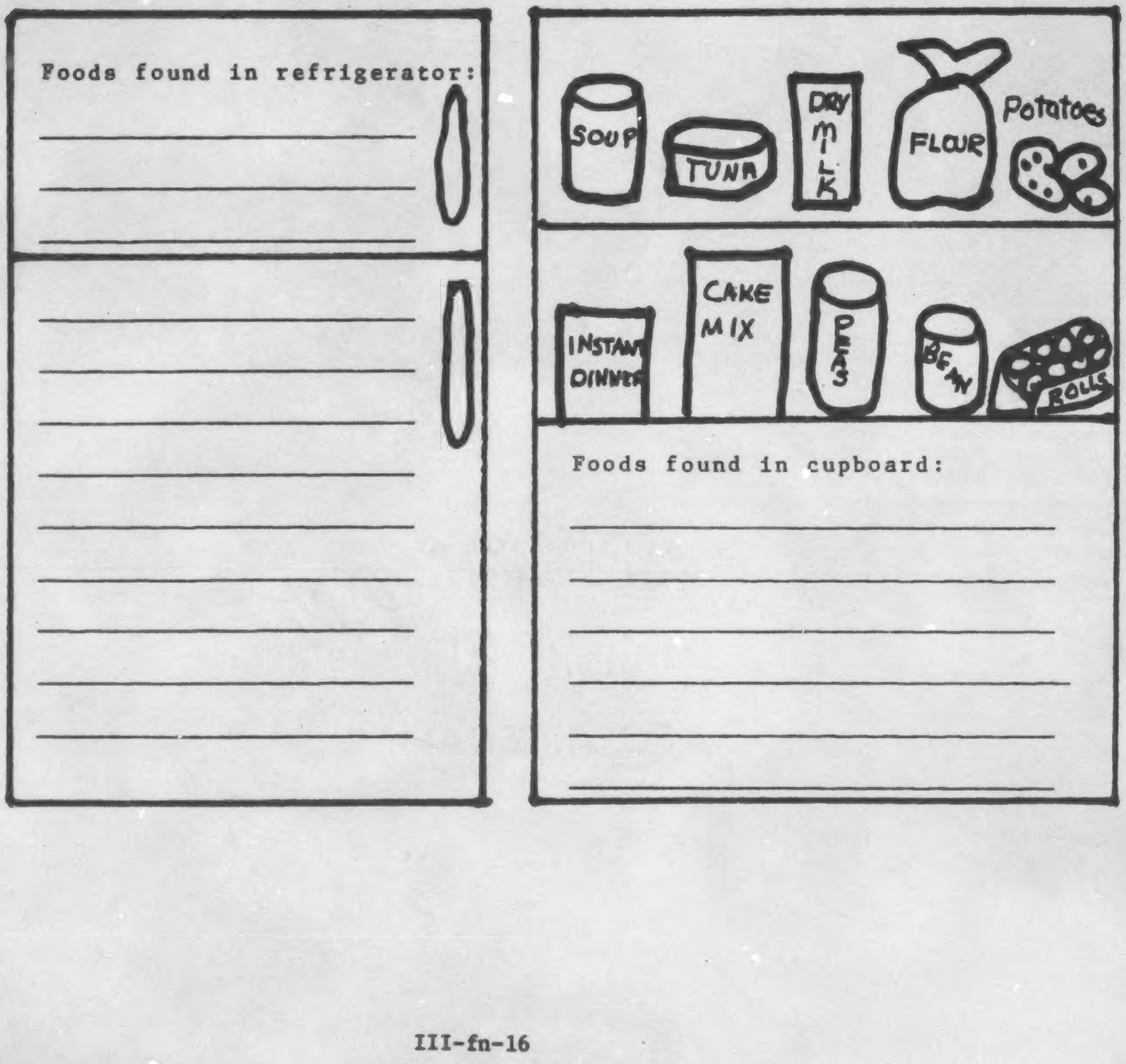
1. It is Saturday morning. You slept late and Mother and Dad have gone to work. You wake up as hungry as a bear.
2. You have to keep your little sister Jan today. Your mother went to a club meeting. Jan wants an afternoon snack.
3. Your friend Bill has come over to do some homework with you after school. You plan to work all evening. You forgot your parents would be gone. It's time for supper.
4. You have to fix something for a covered dish dinner at the church. Your Sunday School class is having a dinner.
5. It is a school holiday but your parents are working. Their vacation is Monday instead of Friday. It is lunch time and you are all alone.

Bank III Area 3.0

Supplement 3.24
SIMPLE PREPARATION
(work sheet)

## FOOD FIND

Make a list of the things you would usually find in the refrigerator and in the food cupboard at home.

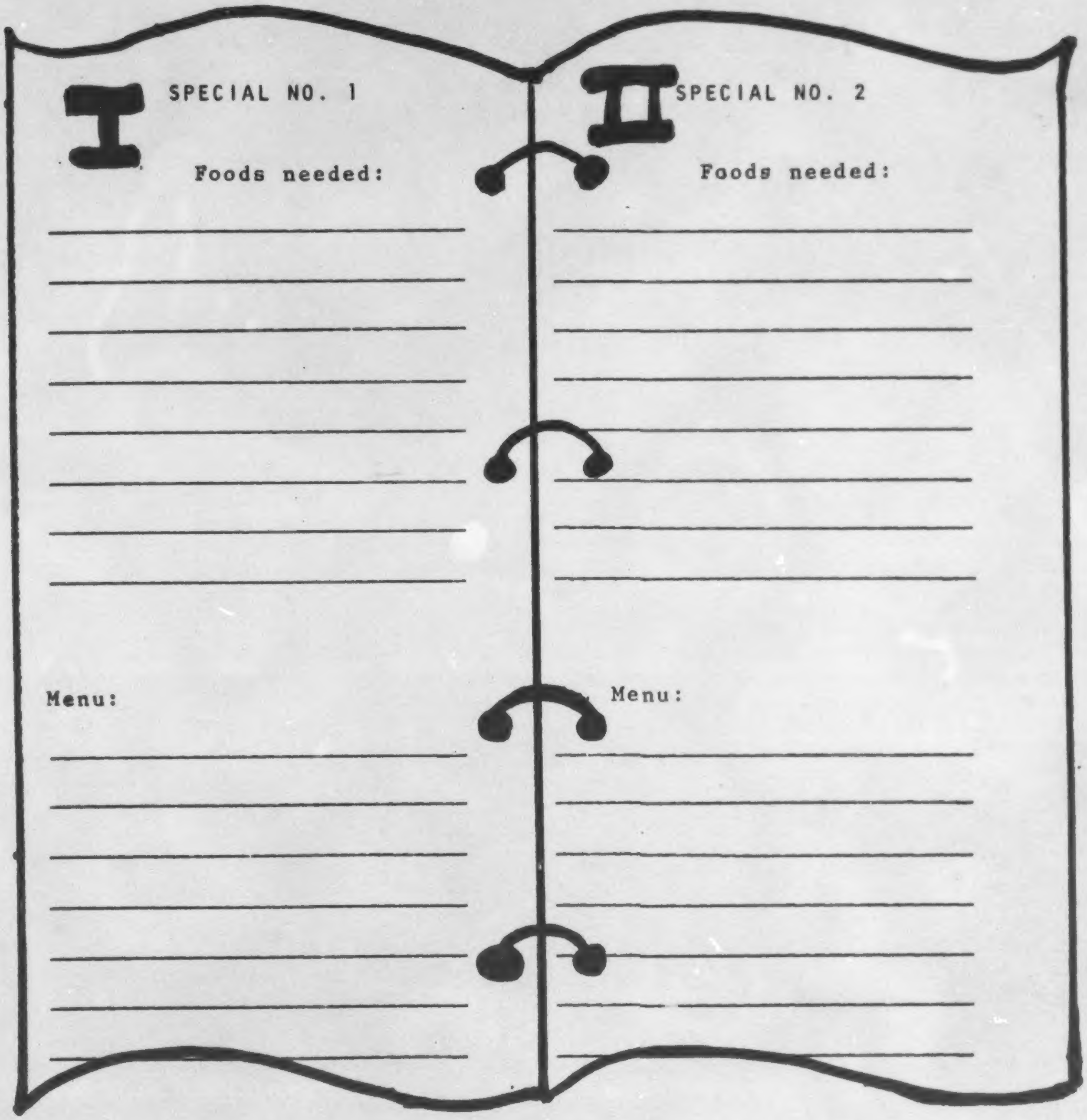

SOUP
TUNA
DRY MILK
FLOUR
Potatoes
INSTANT DINNER
CAKE MIX
PEAS
BEAN
ROLLS

Foods found in refrigerator:

Foods found in cupboard:

Supplement 3.24
SIMPLE PREPARATION
(work sheet)

# THE COOK'S SPECIAL



I SPECIAL NO. 1

Foods needed:

Menu:

II SPECIAL NO. 2

Foods needed:

Menu:

## SITUATIONS IN THE KITCHEN

Role play the following situations. How would you feel in each situation?

1. Marty, 4-years old, watched with interest as the babysitter fixed her some cocoa. When Jane, the babysitter, thought the cocoa was done, she tasted it and then gave it a final stir with her spoon. Marty then refused to drink it. Both of Marty's parents are employed, so they have trained her in sanitary habits since they aren't always there.

2. John was fixing sandwiches for himself and his friend Jerry. He got the tomatoes and lettuce from the bag of groceries he just brought in and started fixing them for the sandwiches without bothering to wash them.

3. Janice was setting the table in the dining room. She was carrying the plates in from the dishwasher. When she had part of the table set, she returned to find the cat sitting in the middle of the table. She made him get off but didn't bother the things she already had on the table.

4. Billy watched with disgust as Beverly kept pushing her hair back and occasionally scratching her chin as she prepared a snack for the two of them. Somehow Billy didn't feel as hungry as he had thought he was as they started to eat.

5. Jerry dropped the biscuits as he got them out of the oven. His aunt was watching as he checked them for visible dirt and put them in the bread basket. Jerry didn't think she saw, but wondered why she just kept breaking her bread without eating it.

6. Jackie had a tea towel in the band of her skirt. It came in handy to wipe her hands on. When she opened the dishwasher, she notices some of the dishes were still wet. She dried the wet ones with the towel she was carrying. Tom decided he wouldn't be able to stay for dinner after all.

7. As Tom took the water glasses to the table, he clutched 3 of them between the fingers of one hand, catching them by the rims. His neighbor, Beth, didn't drink except when she had to. She hated to see people pick up glasses, cups, and silver by the surfaces you touch with your mouth in eating. To make it worse, Tom's hands looked positively grubby.

8. Tammy was thirsty during Home Ec class. She sneaked a glass from the cabinet, got a drink, and put it back. Janey, who was watching, yelled, "Mrs. Doaks! Did you see Tammy put a glass away without washing it? What if someone else drank from it? Would they catch her cold?"

Bank III Area 3.0

Supplement 3.32
TEAMWORK
(skit)

## THE SLOPPY JOES

DIRECTIONS: Divide the following parts among your group and present drama to the class.

Student 1, Student 2, Student 3, Mrs. Unorganized (teacher), and the Narrator

Narrator: Bell has rung for class to start.

Student 1: Hi! Mrs. Unorganized, what are we cookin' today?

Mrs. Unorganized: Cook?? Oh, do you all want to cook?

Student 2: Sure, that's what we're here for.

Mrs. Unorganized: Well Ok, let's see what's in the kitchen.

Narrator: 5 minutes later they go to the kitchen lab.

Student 3: Here's some chocolate chips, lets fix some cookies.

Students 1, 2, 3: (Yell) Let's make cookies!

Student 1: Where's the recipe????

Student 2: I'll go get one; I think there's one in my locker.

Narrator: 10 minutes later student 2 returns with recipe.

Student 2: I couldn't find mine so I had to go get Jay out of Science so he could go get his.

Student 3: I can't find the eggs, can somebody help me???

All students go to find eggs.

Narrator: 5 minutes have passed.

Mrs. Unorganized: I'm afraid there's not time to cook today, we'll finish tomorrow.

TEAMWORK
(skit)

## THE TIDY BOWLS

DIRECTIONS: Divide the following parts among your group and present the drama to the class.

Student 1. Student 2, Student 3, Student 4, Mrs. Organized (teacher), and the Narrator.

Narrator: Bell has rung for class to start.

Mrs. Organized: Here are your work schedules and recipes you wrote yesterday. Since everyone already knows what they are to do, let's get started.

Narrator: Class goes to kitchen.

Student 1: Come on, number 2. We have to get the ingredients from the table.

Student 3: The oven is preheated and the cookie sheets are ready.

Student 4: Flour is sifted.

Student 1: Move aside. I'm ready to mix.

Student 2: Hurry, because I get to drop the cookies on the pan.

Narrator: 10 minutes later the cookies are in the oven.

Student 4: I'm washing, Number 2, you're drying; 3 and 4, you're cleaning up. Let's get started.

Narrator: 10 minutes later the kitchen is cleaned except for the pans and students are ready to eat their cookies.

## BATTLE AT GAS RANGE

Randy slid into the foods lab just as the bell rang. He dumped his books with a big "thud," but no one seemed to notice. He was glad they were making banana muffins today. He hadn't had breakfast.

He fooled around a few minutes watching the kids in class scurry around. What if he was anxious to make muffins? He'd never show it like those other jerks. Finally the teacher asked pointedly what team he was in. He wandered on over to his unit.

There was Joe, eating a banana. Randy grabbed what was left and yelled, "Hey! That's for the muffins."

Joe replied, "Well, I was waiting for you to bring the recipe." Randy just glared. Jill was the only one who copied the recipe. Where was she?

Randy hated to say he hadn't copied the recipe. He was to have done that while Joe made out the work schedule. He decided to attack: "Well, what about the schedule? Who is to do what?"

Joe admitted Jill had the schedule. He saw no reason for both of them to have a copy. Joe said, "Where is Jill?" Randy just shrugged. He knew he should tell the teacher so that maybe they could go into another group. But he would get more muffins with just two of them.

With no recipe and no schedule, Joe and Randy sort of fooled around a while longer. Neither wanted to admit he was at fault--especially to the other. Randy didn't know how they got on the same team anyway. They could never get along--not since 3rd grade when they were in the same room.

Susie, a girl in the next kitchen, said, "Hey, you guys better get at it. It's 15 minutes past. Your bread should be almost ready for the oven.

Joe grabbed Susie's recipe and said, "Yeah, I guess we better." Joe started throwing things into a bowl, not half measuring. Randy said, "Hey, you'll ruin it. That's not right, I'll do it."

Randy and Joe were both tugging at the bowl when the teacher came by. She asked if they had preheated the oven. Joe and Randy just muttered. She looked at the counter suspiciously but said nothing. They weren't about to admit they hadn't washed it or their hands.

By that time Randy had gotten control of the bowl. He told Joe to grease the pan and turn on the oven. Joe wasn't ready to give up on mixing though. That was the big thing. They were still arguing when Big Tom said, "Hey, guys, that stuff isn't supposed to be stirred so much."

Joe grabbed a muffin pan and said, "You mixed, so I get to put it in the pan." Randy told Joe he'd do it himself but to get busy and grease the pan.

They fought over the bowl and muffin pan a couple of minutes more. The teacher came by and asked why the muffins weren't in the oven and why they had never turned the oven on. She had reminded them once!

While Randy stared at her back as she walked away, Joe grabbed the pan and bowl. In a flash he flopped the batter in the muffin pans Not very neat, but time was running out. As he put the pan in the oven he switched on the control. He set the thermostat at 500° to speed things up some.

Joe and Randy then drifted over to other kitchens--separately. They managed to snitch muffins from some of the other teams. Everyone else was almost finished with cleaning up. They did most of the clean-up while their muffins baked.

The teacher told Joe and Randy to get back to their own kitchen and start cleaning up. Some of the other students had complained that they were eating their muffins.

They went back to their kitchen. Boy, what a mess. Each waited for the other to start cleaning up. About that time the teacher rushed over. She smelled something burning. She was angry when she noticed neither boy had done a thing about the mess. It was just a couple of minutes until the end of the period and another class was to cook next period.

Still, she knew how to make muffins wasn't the most important thing they hadn't learned. She asked, "Boys, what was wrong today?"

Joe and Randy answered in unison: "It's his fault. He wouldn't help and Jill wasn't here."

The teacher just looked at them for a moment. Then she turned off the oven and took out the burnt muffins.

Joe said, "It's that gas range. It always burns things."

Supplement 3.33
MEAL SERVICE
(skit)

# TABLE THE MEAL

The Junior Gourmet Club is having their first dinner since they organized. Everyone has been busily heating the food and getting it ready to serve. The food is on the table and plates are stacked on the counter.

Jan. Come on, everyone. Grab a plate and let's eat while these creations are still hot.

(Everyone gets a plate and sits down.)

Bob. Gee, the food looks good. But what do we get it out with? Our fingers?

Terry. Oh, I'll get some serving spoons.

(Terry goes for spoons and people start passing food and serving themselves.)

Judy. Oh, oh. We didn't think about what we would eat with. I'll get the flatware.

(Judy gets knives, forks, and spoons and tosses them casually to each person.)

Tom. Hey, I think you got my knife, Bob.

Bob. So what? Did it have your name on it?

Tom. No. But the one on this side must belong to Terry. She doesn't have one otherwise.

Bob. Big deal. Who has an extra knife?

Judy. Oh, I seem to have two.

Jan. This chicken is great, but it sure is messy. Where are the napkins?

Bob. I guess they are still packed. I'll find them.

(Bob passes them around the table.)

Terry. How many did you have? I didn't get one.

Tom. Judy has two of them. Bob, why didn't you bring some extras?

Terry. Oh, I'll just go get one.

(While Terry is getting a napkin, Jan gets choked on a roll.)

Terry. Wait a minute. I'll get you some water.

Everyone. Bring me some too.

Terry. I'll get Jan's, but my food is getting cold. Get it yourself.

(Everyone else gets up to get water.)

Bob. Hey, Terry. That's my water. You didn't get any.

Terry. It was on my side. I got Jan some. The least you could have done is brought mine.

Judy. Who brought dessert? I hope it's something good.

Bob. It's frozen strawberry pie! I made it last night.

Tom. Well, bring it on!

(Bob gets up for the pie.)

Bob. Does anyone have a straw? We didn't put it in the refrigerator.

Judy. I move that we table this meeting. For heaven's sake, let's get some committees at work. The food was great, but we couldn't enjoy our food for all the jumping up and down we had to do.

# UNWELCOME GUESTS

Sammy and Tammy are 12 year old twins. Where one goes the other does also, even though Sammy is a boy and Tammy is a girl. Their Aunt Mary has invited them to lunch and a movie on Saturday. Their mother is out of town and their dad has to work today.

Aunt Mary has a beautiful apartment. She can keep it that way, too, because her children are grown. It used to get pretty messy. She has spent all morning fixing the twins' favorite foods. Everything is nearly ready when Tammy and Sammy burst through the door.

"Hey, what's for lunch?" yells Sammy, as he grabs a handful of celery and carrot sticks from the table. Aunt Mary tells them the menu, but wishes Sammy had a little more restraint.

Tammy sat down and started drinking her milk. Aunt Mary says, "Lunch will be ready in just a few minutes, dear."

Tammy says, "Can I have some more milk?" Aunt Mary gets it, as she notices that Sammy has just finished the relish plate.

She hastely gets the rest of the food on the table. Tammy and Sammy help themselves to the food nearest them. They start eating without waiting for Aunt Mary. They also do not pass anything to anyone else.

Tammy notices what Sammy is eating. She says, "Hey, that looks good," as she reaches across the table to the bowl. She spills a little on the table cloth, but ignores it.

Sammy says, "What are you trying to do? Keep all the meat loaf? I want some." Tammy hands it across. Sammy helps himself and sets it down.

Meanwhile, Aunt Mary doesn't have a thing on her plate. The twins are so busy eating, they don't notice she can't reach anything. She says, "Sammy, will you pass the meat loaf?" Sammy does but leaves the serving fork on the table. The twins used their own forks.

Aunt Mary has to ask for the serving fork. She then has to ask Tammy for the vegetables. She still hasn't gotten to eat anything when Sammy asks her to get him some more milk. When she sits down again, she starts to ask Tammy to pass the rolls. They are all gone. There had been a dozen out! She went to the kitchen to get more bread.

When she returns, the twins have started flipping peas at each other. She glares at them so they stop. They then start telling gory stories.

Aunt Mary is about to start eating--or at least she will try after getting the subject changed to something less gory. About that time Sammy says, "I'm ready for dessert. What are we having?"

She tells him it is a surprise but he'll have to wait a few minutes. She wants to eat her main course. She soon gives that up, though, and goes to get dessert. The twins have started singing and keeping time by beating with their silverware.

As she fixes the dessert in the kitchen, she grimly thinks, "That is the last time I invite these young hoodlums for lunch. And I'm going to tell my sister she sould stay home long enough to teach them some table manners.

Supplement 3.34
MANNERS
(role play situations)

## EAT NEAT

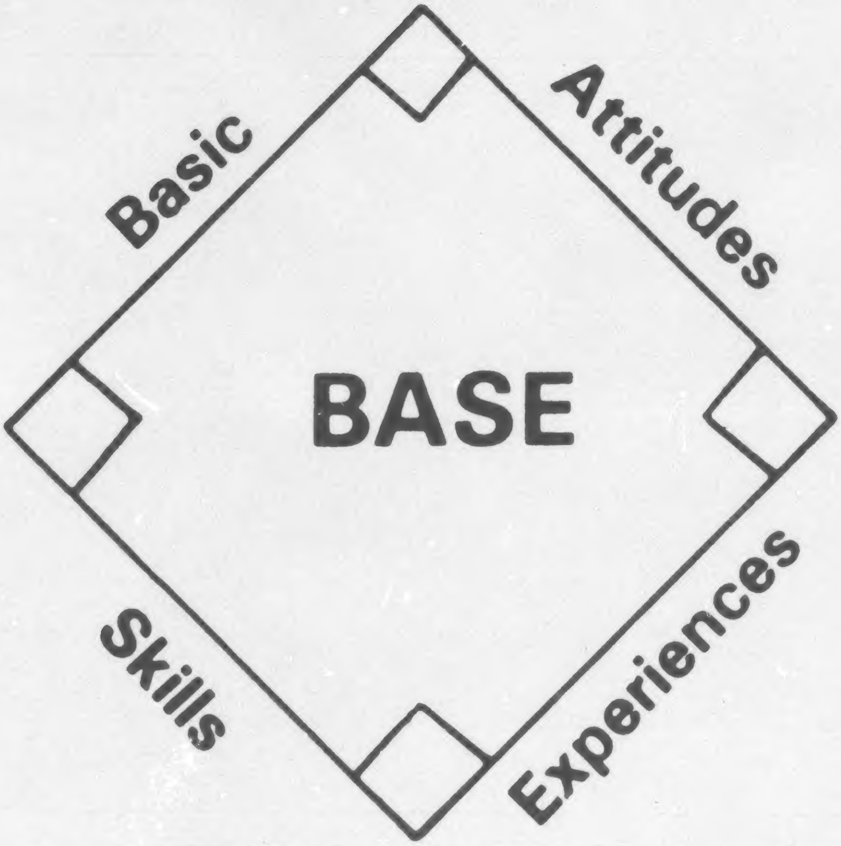
Draw a card and role play or pantomime the following situations:

| | | |
|---|---|---|
| How and where to place the napkin | How to eat soup | Taking second helpings |
| Eating food with fingers | Placement of elbows while at the table | Conversation at the table |
| Excuse self before leaving table | Reading at the table | Eating a buttered roll |
| Passing food at the table | What silverware to use and when | If you find a piece of bone, etc. in your mouth |
| If you spill food on the table | When to start eating | If you don't know what to do |
| If you get choked | You want something you can't reach | Passing cups or silverware to someone |

# BASE BANKS

## HOME ECONOMICS CURRICULUM

## GRADES 5-8


Basic
Attitudes
BASE
Skills
Experiences

**BANK IV**

**EXPLORATORY**

**AREA 3.0**

**FOODS/NUTRITION**

# BANK IV - EXPLORATORY
## AREA 3.0 FOODS/NUTRITION

The middle/junior high school curriculum is often exemplified as being exploratory. Students want to know a little about a lot of things--but usually not very much about any one thing. Bank IV of BASE provides the opportunity for students to choose topics they will explore.

In relation to this bank, exploratory means specifically a series of mini-courses. Students usually have the opportunity to select their own exploratory courses. The courses are all usually scheduled at one time period, hence it may be the one time that students have classes with students from another grade level.

Exploratory classes differ from learnings in the common curriculum for all or most students. They may deal with content only touched upon in the regular curriculum, or they may include topics not even mentioned. Because they are chosen, the courses can be designed to meet a particular need of only part of the school population. For example, separate courses can be provided for those who want to gain weight and those who want to lose weight.

Exploratory courses are short term--often six to nine weeks. They meet for a relatively short time period (perhaps 30 minutes) and do not usually meet each day.

The format of the Bank IV curriculum differs from that of other banks. The emphasis is on exploration rather than on teaching standards.

Possibilities for exploratory classes are limitless. Those initially included with this curriculum are presented as examples. We encourage teachers to add additional classes to this bank. Topics suggested for further development include:

Nutrition for Sports
Foods of the Future
Selecting and Making Party Foods
Planning Parties
Snacks
Brown Bag Lunches
Outdoor Cooking
Backpacking
Wild Edibles
Art in Food (garnishes, etc.)
Holiday Foods

Other exploratory classes may be developed from materials found in Banks I, II, and III if they are not used in the regular home economics curriculum in the school.

# CONCEPT OUTLINE
# BANK IV - EXPLORATORY
# AREA 3.0 - FOODS/NUTRITION

Class . . . . . Page

Fitness for Youth . . . . . IV-FN-3
The American Cuisine . . . . . IV-FN-7
Breakfast . . . . . IV-FN-10
Around the World Foods . . . . . IV-FN-13
Weight Control and You . . . . . IV-FN-16

Note: Additional classes will be added as they are developed.

Bank IV: EXPLORATORY

Area 3.0 FOODS/NUTRITION

Title: FITNESS FOR YOUTH

## Course Outline

I. Introduction

A. Define physical fitness
B. Importance of physical fitness
C. Individuals attitude for physical fitness

II. Relationship of nutrition to physical fitness

A. Food choices at meals
B. Snacks
C. Special individuals needs
    1. Athletes
    2. Weight control
    3. Special diets
    4. Fitness as you get older
D. Eating away from home
    1. Restaurants
    2. School cafeteria

III. Relationship of exercise to physical fitness

A. Types of exercise
B. Amount of exercise
C. Expending energy

## Activities

- Discuss and give definition of physical fitness. Tell what being physically fit means.
- Consult librarians for material available in school and community.
- Physical fitness expert as a guest speaker (physical education instructor, resource person, or athletes of all ages and from various types of sports).
- Read an article about physical fitness and nutrition in a magazine or newspaper. Discuss the reliability of the article or decide if it has any misinformation.
- Debate a controversial issue in relation to fitness and nutrition. Have students decide on the issue or assign the subject.
- Field trip to health center, or weight center.
- Salesperson to discuss proper clothing, shoes and need for proper equipment and how it relates to fitness.
- Design a bulletin board or posters to inform others of importance of nutrition or physical fitness.
- Tasting parties of nutritious food that are high and low in calorie value.
- Peer teaching with students in lower grades. Do an activity with them concerning something they have learned.

Bank IV: EXPLORATORY Area: 3.0

Title: Fitness for Youth (con't)

| Course Outline | Activities |
|---|---|
| | . Have students use food models and comparison cards to plan snacks and nutritious meals they can eat at home as well as away from home. Find how many calories which were in the foods.<br>. Ask school cafeteria staff members to discuss the school lunch program<br>. Determine calorie expenditure during athletic activities, doing daily routines, and in a resting position.<br>. Learn various warm-up exercise and other types of exercise to fit various people's needs.<br>. Role play a super athlete as compared with the spectator, or non-athlete.<br>. Have students write "letters to the editor" on various subjects concerning nutrition and fitness or newspaper articles telling what they have been doing in school.<br>. Have a fitness day at school and display things learned in class and serve or sell a nutritious food item. |

Bank IV: EXPLORATORY Area: 3.0

Title: Fitness for Youth (con't)

### Materials

Pamphlet: Fitness Facts for Women. CALIFORNIA RAISIN ADVISORY BOARD and THE PRESIDENT'S COUNCIL ON PHYSICAL FITNESS AND SPORTS, INC.

Magazine: "Aerobics for Women." McCalls. May 1972, p. 153-160.

Supplement: Calories, Activities, and You.

Food Models: National Dairy Council.

Smith, Nathan J. Food for Sport. Bull, 1976.

Filmstrip: What Foods People Need. NUTRITION FOR YOUNG PEOPLE. Guidance Associates.

Filmstrip: Why People Eat What They Do. NUTRITION FOR YOUNG PEOPLE. Guidance Associates.

Barrel: Physical Fitness and Nutrition. Experience Education. Southwest Iowa Learning Resources Center, 1980.

Packet: Fitness Focus. Kellogg Co., 1979.

Supplement 3.16-Bank I, page I-fn-23.

Supplement 3.41b - Bank I, pages I-fn-31 and 32.

Supplement 3.11 - Bank II, pages II-fn-7, 8, and 9.

### Integrations with Other Subject Matter

Physical Education. Participate in physical fitness activities and discover activities that are suited for you.

Health. Study the muscles and body processes. Learn how evergy is used in the body.

English. Write articles for newspaper. Study debating and explore ways to use words to make a point clear to others. Read stories and news articles on nutrition and physical fitness.

Art. Design posters and bulletin boards to display.

Math. Learn how to calculate problem for use of calories and energy needs.

## CALORIES, ACTIVITY AND YOU!

Did you know that your body can use only a definite number of calories each day? The number of calories you need depends on your age, size, sex and your activities. Eat too many calories or have too few active things to do and you get fat. Eat too few calories and you will loose weight.

Directions: Look at the chart below to find activities and the calories they require. Answer the questions below.

**CALORIE OUTPUT: Take a look at the number of calories you burn each minute in some common daily activities:**

| **Calories** | **1.4** | **1.6** | **1.9** | **2.3** | **2.6** | **2.8** | **3.2** | **4.2** | **4.4** | **4.5** | **5.0** | **7.0** | **7.1** | **10.6** | **11.5** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **burned each minute** | Lying in bed | Sitting quietly | Standing | Walking leisurely | Washing & dressing | Driving a car | Active housework | Skating | Bowling | Bicycling leisurely | Walking fairly fast | Bicycling fairly fast | Tennis | Running | Swimming |

1. Who needs more calories -- a swimmer or a skater?
2. How many calories would you burn in an hour of walking leisurely?
3. You have an hour after school for which you can choose an activity. How many more calories would you use in the hour if you bicycled leisurely than if you watched TV?
4. How many more calories would you burn if you walked fast for an hour than if you walked slowly?
5. Your friend is overweight and would like to loose 20 pounds. Choose three activities that would help him/her use more more calories.
6. Look at an RDA Chart to find the number of calories someone your age and sex needs each day.
7. If you are neither gaining nor loosing weight, you are probably getting the number of calories you need. Have you gained or lost weight in the last year (more than normal for your age)?
8. Should you increase the number of active ways you spend your time in order to loose weight?

Bank IV: EXPLORATORY

Area 3.0 FOODS/NUTRITION

Title: THE AMERICAN CUISINE

Course Outline

I. Introduction

- A. Define American Cuisine
- B. Influence of immigrants
- C. Melting pot theory

II. The seven food regions of the U.S.

- A. New England
  - 1. Immigrants who settled
  - 2. Foods and specialties
  - 3. Climate and other factors that influence these foods and specialties
- B. Middle Atlantic States
  - 1. Immigrants who settled
  - 2. Foods and specialties
  - 3. Climate and other factors that influence these foods and specialties
- C. South
  - 1. Immigrants who settled
  - 2. Foods and specialties
  - 3. Climate and other factors that influence these foods and specialties
  - 4. Two styles of cookery: Soul & Creole
- D. Midwest
  - 1. Immigrants who settled
  - 2. Foods and specialties
  - 3. Climate and other factors that influence these foods and specialties

Activities

. Color code a map of the U.S. so there are 7 different food regions.

. View teacher made transparencies about immigrants and foods of each region.

. Use cookbooks and/or library resources to research customs, traditions and food habits and methods of cookery of a particular ethnic group in one region of the U.S.

. Do a report, collage, learning center, or poster based on research.

. Study menus from restaurants that are representative of a particular ethnic group. Make comparisons among several menus and/or to one we consider "American."

. Study a menu/or menus typically found in one or more regions of the U.S. Compare. What specialties or foods are particularly found in that region.

. Invite guest speakers or community resource person to discuss food customs, habits, and methods of cookery.

. Cut pictures from magazines and make cards, posters, or notebook showing regional foods and specialities.

. Make a bulletin board.

. View filmstrips.

Bank IV: EXPLORATORY

Title: The American Cuisine (con't)

| Course Outline | Activities |
|---|---|
| E. West and Southwest<br>1. Immigrants who settled<br>2. Foods and specialties<br>3. Climate and other factors that influence these foods and specialties | . Invite resource persons from your community to discuss their heritage, and the way their previous food customs, traditions, or habits have influenced the American Cuisine, or how their food customs, traditions or habits have become "Americanized." |
| F. Pacific Coast<br>1. Immigrants who settled<br>2. Foods and specialties<br>3 Climate and other factors that influence these foods and specialties | . Prepare a tasting party using regional food specialties or ethnic foods related to a particular group of immigrants who have contributed to the American Cuisine. |
|  | . Have a recipe exchange (perhaps in conjunction with the tasting party). In addition to the recipe, provide a short paragraph about some historical background of the food or immigrant who contributed it, or the way it was prepared. |
| H. Hawaiian Islands<br>1. Immigrants who settled<br>2. Foods and specialties<br>3. Climate and other factors that influence these foods and specialties |  |
| III. The infinite Variety of American Food<br>A. Mobility of Americans today<br>B. Current adaptations of foods |  |

Bank IV: EXPLORATORY

Title: The American Cuisine (con't)

## Materials

Better Homes and Gardens. Heritage Cookbook, Meredith Co., 1975.

Largen. Guide to Good Food, Goodheart-Wilcox Co., 1979.

Medved. The World of Food, Ginn, 1981, pp. 470-478.

Filmstrips: AMERICAN REGIONAL CUISINE, Brunswick Productions.

Perl. Hunters Stew and Hangtown Fry: What Pioneer America Ate and Why. Seabury, 1977. Available from Home Economics School Service.

## Integrations with Other Subject Matter

Art. Design covers and letter a menu.

Social Studies. Study, in depth, the climate, topography, etc. of the regions in the U.S.

English. Read stories about other ethnic groups. Write a research report. Write a skit or play about eating/foods.

History. Study topics such as Historical Sites, Life in the Colonies, The First Thanksgiving.

Industrial Arts. Make a craft or object representative of some aspect of the culture of a particular ethnic group.

Bank IV: EXPLORATORY　　　　Area 3.0 FOODS/NUTRITION

Title: BREAKFAST

### Course Outline

I. Introduction

   A. Define breakfast
   B. Importance of breakfast to personal well being
      1. Emotional
      2. Physical
      3. Mental

II. Relationship of breakfast to individual preferences

   A. Food choices
      1. Breakfast of different areas
      2. Breakfast at different times of day
   B. Time to eat
      1. Leisure breakfast
      2. Breakfast on the go

III. Variety in breakfast foods

   A. Types of breakfast foods using micro wave
   B. Types of breakfast foods using blender, etc.
   C. Unusual kinds of breakfast food

### Activities

. Discussion of the definition of breakfast and reasons why breakfast may be eaten at different times of the day.

. Consult resource people for reference material available.

. Guest speakers (doctors, teachers, mental health counselor, school food service director).

. Use library resources and cookbooks to research breakfast habits in different regions of the U.S. (South, Southwest, New England).

. Cut pictures from magazines and combine to form a bulletin board of food choices for breakfast in different regions of U.S.

. Invite guest speakers (especially shift work persons) to discuss kinds of food they eat for breakfast at different times of the day.

. Discuss the advantages and disadvantages of a leisure breakfast and a fast breakfast.

. Use magazines and cookbooks to research recipes for fast breakfast (micro wave, blender, etc.).

. Tasting parties for varied nutritious fast breakfast foods.

Bank IV: EXPLORATORY

Title: Breakfast (con't)

| Course Outline | Activities |
|---|---|
|  | . Peer teaching with younger students on the advantages of breakfast with examples of unusual foods for breakfast (pizza).<br>. Write your favorite noted person and ask what their favorite breakfast foods are.<br>. Form a Breakfast Club and eat together once a week if your school serves breakfast. |

Bank IV: EXPLORATORY

Title: Breakfast (con't)

## Materials

Kelly and Landers. Today's Teen. Bennett, 1977.

Kelly and Eubanks. Today's Teen. Bennett, 1981.

Foster, et al. Creative Living. Butterick, 1979.

U.S. RDA Comparison Cards. National Dairy Council.

Magazine: Better Homes and Gardens. Meredith Corporation. All 1981 issues.

Magazine: Co Ed. Scholastic Inc. All 1980 & 1981 issues.

## Integrations with Other Subject Matter

History. Study nationalities of people in different U.S. regions and discuss relation of nationality to specific foods eaten for breakfast.

English. Interview shift workers as to their preferences in different breakfast foods and time of day to eat breakfast.

Music. Develop musical commercial type tunes for fast and leisure breakfast.

Math. Compute the cost differences in fast and leisure breakfast.

Science. Develop information on body's need for food.

Art. Make and display posters to encourage other students to eat breakfast.

Bank IV: EXPLORATORY

Area 3.0 FOODS/NUTRITION

Title: THE AROUND THE WORLD FOODS

## Course Outline

I. Introduction

- A. Define the Basic Four Food Plan
- B. Importance of Eating a Variety of Foods
- C. Food is culturally defined. What we eat is affected by family, religion, and our nationality.

II. Good nutrition can be achieved with foods from different countries.

- A. Greece
  1. Examples of foods from each of four food groups
  2. Special nationality dishes
  3. Discuss why these people eat what they eat
- B. Italy
  1. Examples of foods from each of the four food groups
  2. Special nationality dishes
  3. Discuss why these people eat what they eat
- C. Israel
  1. Examples from each of the four food groups
  2. Special nationality dishes
  3. Discuss why these people eat what they eat

## Activities

. Play flash card game matching the name of food to the food group.

. Have a tasting party of several foods from one country.

. Given examples of foods within each culture, cut out pictures that would be comparable.

. Do a report on the cultural aspects of each of the countries studied.

. Invite a guest speaker from the community who is from a foreign country to prepare a favorite food and talk about his/her heritage.

. Play a game to match the name of a food to its country.

. Bulletin boards or posters explaining how some of the foods are made.

. Make up a possible menu from one country after the culture has been researched.

. Peer teaching of concepts learned to a lower grade level or to another class.

. Find out what special foods people in other countries eat for holidays.

. Prepare some of the holiday (or everyday) foods.

. View filmstrips.

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Bank IV: EXPLORATORY

Title: The Around the World Foods (con't)

| Course Outline | Activities |
|---|---|
| D. Puerto Rico<br>1. Examples of foods from each of the four groups<br>2. Special nationality dishes<br>3. Discuss why these people eat what they do<br>E. Mexico<br>1. Examples from each of the four food groups<br>2. Special nationality dishes<br>3. Discuss why these people eat what they do<br>F. China<br>1. Examples from each of the four food groups<br>2. Special nationality dishes<br>3. Discuss why these people eat what they do<br>G. Japan<br>1. Examples from each of the four food groups<br>2. Special nationality dishes<br>3. Discuss why these people eat what they do<br>III. Effect on American Food Choices<br>A. Influence of immigration<br>B. Attitudes and beliefs | |

Bank IV: EXPLORATORY

Title: The Around the World Foods (con't)

Materials

Poster and discussion guide: What Did You Have for Breakfast this Morning? National Dairy Council.

Rombauer & Becker. The Joy of Cooking. McGraw-Hill, 1979.

Tannahill. Food in History. Stein & Day, 1974. Available from Home Economics School Service.

AHEA. Family Holidays around the World. 1964.

Time/Life Series. FOODS OF THE WORLD. Silver Burdette (Box 2000, Morristown, NJ 07960).

Filmstrips: INTRODUCTION TO ETHNIC CUISINE. Brunswick. Available from Educational Record Sales.

Filmstrip: Food as a Force in History. Multi-media Productions. Available from Home Economics School Service.

Integrations with Other Subject Matter

English. Write letters to the United Nations and foreign diplomats for information about their particular country--food and culture.

Social Studies. Study the climate, and other geographical factors that may affect production of food.

Art. Design a menu cover with some of the foods that might come from that country. Incorporate some symbolic characters.

Bank IV: EXPLORATORY

Area 3.0 FOODS/NUTRITION

Title: WEIGHT CONTROL AND YOU

| Course Outline | Activities |
|---|---|
| I. Introduction<br>A. Define calories<br>B. Relate food needs to body size<br>C. Foods that are high and low in calories | . Discuss calories as a form of energy.<br>. Using a car as an example, compare it to the human body.<br>. Research the word calorie. |
| II. Analyze present eating patterns<br>A. Determine calorie intake<br>B. Study the body's food needs<br>C. Look at own personal diet | . Keep a chart of activities and what you do for 2 days.<br>. Determine how many calories you u[illegible] in one day.<br>. Weigh and measure to determine each person's body size. |
| III. Compare diets on the basis of the kinds of foods they emphasize<br>A. Advertisement of diets<br>B. Foods availability<br>C. Cost of foods<br>D. Fad diets and "quakery" | . View film on body's needs.<br>. Use a chart to determine the correct weight for each person (be sure to take into consideration the age and body structure).<br>. Make two charts of food--one chart that is high in calories and another chart that is low in calories. |
| IV. Preparation of foods that are nutritional to meet individuals needs | . From each chart choose 10 foods that you like.<br>. Prepare a bulletin board or display of high and low calorie foods.<br>. Evaluate menus to determine if they are high or low in calories.<br>. List all the foods eaten for 3 days and then compute the calorie value of each day's food intake. |

Bank IV: EXPLORATORY

Title: Weight Control and You (con't)

| Course Outline | Activities |
|---|---|
| | . Find the foods most often eaten for snacks and find the calorie value of each. |
| | . Evaluate your diet by using the Basic Four Food Groups as a guide. |
| | . Plan a day's diet that is well-balanced and that will provide you with the number of calories you need. |
| | . Collect several examples of weight control diets. Compare these diets on the basis of the foods they emphasize and the calories they provide. |
| | . Find advertisements from TV, radio, newspapers, magazines that tries to sell diet foods, pills, or diet plans. |
| | . Role play a person trying to sell a fad diet. |
| | . Debate various diets. |
| | . Visit drug stores, health stores, grocery stores or other places selling diet foods or diet plans. Evaluate. |
| | . Find the availability of foods or products needed for various diets. |
| | . Compare the cost of buying nutritional foods for a balanced diet with buying food supplements or special diets. |
| | . Find examples of health foods and tell "why or why not" they can meet their claims. |

Bank IV: EXPLORATORY

Title: Weight Control and You (con't)

| Course Outline | Activities |
|---|---|
| | . Suggestions of snacks for a person trying to gain weight and for losing weight.<br>. Prepare foods and/or meals that will meet various diet needs. |

Bank IV: EXPLORATORY

Title: Weight Control and You (con't)

## Materials

Creasy & Creasy. Exploring Foods. Prentice-Hall, 1980, pp. 12-18; 29-32.

Forecast for Home Economics, Feb. 1975, p. F. 66.

Illinois Teacher, Vol. XIV, No. 1, Sept.-Oct. 1970, pp. 17-22.

Food Models. National Dairy Council.

Comparison Cards. National Dairy Council.

Illinois Teacher, Vol. XVII, "Combating Food Fads in Simple Language," No. 3, Jan/Feb. 1974.

Barrel: Physical Fitness. Experience Education. Southwest Iowa Learning Resources Center, 1980.

Filmstrip: Why People Eat What They Do. NUTRITION FOR YOUNG PEOPLE. Guidance Associates.

Filmstrip: What Foods People Need. NUTRITION FOR YOUNG PEOPLE. Guidance Associates.

Smith. Food for Sport. Bull, 1976.

Deutsch. The New Nuts among the Berries. Bull, 1977.

Deutsch. Realities of Nutrition. Bull, 1976.

Hamilton & Whitney. Nutrition Concepts and Controversies. West, 1979.

## Integrations with Other Subject Matter

Health. Study the functions of the body and how it uses food. Determine the part that hereditary factors plays in body build and weight. Learn how energy is used in the body.

Physical Education. Discover how much energy is used in various activities. Do several activities that all use the same amount energy.

Language Arts. Write and produce a drama or advertisement that makes a dietary claim.

Art. Design posters and bulletin boards. Make buttons to wear with facts about diets.

Math. Learn to calculate calories.

English. Write letters to the editor of newspapers telling of false advertisement claims or write articles to the newspaper on sound nutritional and dietary information.